

# EDUCATIONAL RESOURCES INFORMATION CENTER

July 1973

Volume 8 Number 7

**ERIC**

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*education*

## RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 8 Number 7

July 1973

# Research in Education

ED 073 330 - 074 308

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## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18<sup>1</sup> clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

## DOCUMENT SECTION

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). \* **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. **Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Report Number and/or Bureau Number—assigned by originator. **Report No.—NDEA-VIIB-449**

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials. **(AL)**

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AC—Adult Education .....	5-11	LI—Library and Information Sciences .....	64-71
CG—Counseling and Personnel Services .....	11-17	PS—Early Childhood Education .....	71-77
CS—Reading and Communication Skills .....	17-31	RC—Rural Education and Small Schools .....	77-83
EA—Educational Management .....	31-39	SE—Science, Mathematics, and Environmental Education .....	84-90
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EM—Educational Media and Technology .....	44-56	SP—Teacher Education .....	99-106
FL—Languages and Linguistics .....	57-59	TM—Tests, Measurement, and Evaluation .....	106-116
HE—Higher Education .....	59-60	UD—Disadvantaged .....	116-124
JC—Junior Colleges .....	60-64	VT—Vocational and Technical Education .....	124-140

## AC

**ED 073 330** AC 014 062  
*Kaynor, Elizabeth H.*  
**Council for the Continuing Education of Women Annual Report.**

Council for the Continuing Education of Women, Miami, Fla.  
 Pub Date 15 May 72  
 Note—18p.; For period May 15, 1971 through May 15, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Adult Education, Adult Vocational Education, \*Annual Reports, Credit Courses, Daytime Programs, \*Enrichment Programs, Evening Programs, Junior Colleges, Noncredit Courses, School Community Programs, Seminars, \*Womens Education, Womens Studies, Workshops

**Identifiers**—Dade County, Florida, Miami

The 1972 annual report of the Greater Miami Council for the Continuing Education of Women (CCEW) is presented. The CCEW, in operation for two years and now a part of Miami-Dade Junior College, offers programs encouraging women to continue their education and serves as an information and referral center to educational resources in academic, career and self-improvement fields. In 1972, 790 students were in CCEW classes, 118 in related classes, 350 reached through the Traveling Rap Center, and 614 in attendance at CCEW forums, seminars, workshops, and the Education and Job MINIFAIR. CCEW courses in the fall term consisted of a survey series and one-theme seminars on contemporary literature, East Asian politics, and the urban-suburban mix. Courses during the winter terms consisted of a survey series and one-theme seminars on books that are changing America, East Asian political history, understanding the American political system, anthropology and social change, contemporary literature, conversational Spanish, and psychology and the status of women. Courses during the spring term consisted of a survey of literature series and seminars on Caribbean cultures and political history, psychology and the status of women, great decisions, books that are changing America, and conversational Spanish. The Intergroup Relations Task Force conducted group discussions with 125 women at the county jail. CCEW's work with intercampus programs, community programs, professional associations, and conferences is summarized. (KM)

**ED 073 331** AC 014 084  
*Kent, William P.*

**Test Data on Adult Basic Education Students. Second Interim Report.**

System Development Corp., Falls Church, Va.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.  
 Pub Date Dec 72  
 Contract—OEC-0-71-3706

Note—27p.; Supplement to "Data on Selected Students in Adult Basic Education Programs, 1971-72; a Preliminary Report from an Ongoing Longitudinal Study," Sept. 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Achievement Gains, \*Achievement Tests, \*Adult Basic Education, Adult Students, Age Differences, Data Analysis, \*Longitudinal Studies, Low Achievement Factors, Racial Factors, Sex Differences, Tables (Data), Technical Reports

**Identifiers**—Tests of Adult Basic Education

As part of an ongoing longitudinal study of adult basic education (ABE), reading and mathematics tests selected from the Tests of Adult Basic Education were initially administered to a national sample of selected types of ABE students in early 1972; comparable forms were later re-administered to as many of the same students as possible. Attendance data were collected on which to base estimates of hours of instruction between tests. The calendar interval between tests was usually 4 or 5 months. The percentage of students gaining a full grade or more was 26% for reading and 20% for mathematics. Initial test scores are somewhat related to amount of previous schooling and to race, sex, and age (whites, females, and younger students tended to score higher than minorities, males, and older students). Gains between tests were highest, on the whole, for students with the lowest initial scores. Gains showed no clear relationship with attendance, race, age, or previous schooling. Females gained slightly more than males, even though they started at somewhat higher levels. A comparison made with test results obtained in a study of basic education students enrolled in Manpower Development and Training Act (MDTA) programs showed that the MDTA students had higher initial scores but made similar gains for similar numbers of hours of attendance. (Author/KM)

**ED 073 332** AC 014 105

*Nelson, A. J. A.*

**The Role of Colleges of Advanced Education in the Education of Adults. A Report to the Australian Commission on Advanced Education.**  
 Pub Date Jul 72

Note—61p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Administrator Guides, \*Adult Education, Adult Education Programs, College Planning, \*College Role, Educational Planning, Educational Policy, Foreign Countries, National Programs, \*Program Planning, School Community Relationship

**Identifiers**—\*Australia

This report to the Australian Commission on Advanced Education is intended as a basis for discussion by those who have the responsibility for making program and policy decisions in continuing education in Australia's colleges of advanced education. Though the idea that education is continuous with life is coming to be widely accepted intellectually in Australia, it has, as yet, made little impact on educational planning and policy. One result of the establishment of colleges of advanced education might be improved learning habits in the adult community, resulting in an increased demand for adult education. Colleges of advanced education have the resources to make a broadly based contribution to adult education, and, since their primary concern is with the application of knowledge in the day-to-day world, adult education is consonant with their purpose. Colleges of advanced education would benefit the community, the nation, and themselves through involvement in adult education. Colleges of advanced education are currently much less involved in adult education than are comparable institutions in the U.S.A., Canada, and the United Kingdom. But, given the need and resources, considerable growth seems inevitable. However, if growth is not carefully planned, it will not be as beneficial as it might be and might find itself serving only advantaged groups. A first step toward planned growth should be discussion and definition of policy, involving all concerned policy-making groups. (Author/KM)

**ED 073 333** AC 014 119

*Breeden, Clare Nell And Others*

**A Plan for Identifying, Selecting, Orienting, Training, Utilizing, Recognizing and Evaluating Home Demonstration Clothing Project Leaders.**

Pub Date 72  
 Note—24p.; Prepared for Agricultural Extension 5120 course

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Adult Education Programs, \*Adult Leaders, Adult Vocational Education, \*Extension Education, Home Economics Education, Home Economics Teachers, \*Leadership Training, Rural Extension, \*Sewing Instruction, Technical Reports

A study of clothing leaders in Meigs and Warren counties, Tennessee, was conducted to find



ways to improve the use of new and present clothing project leaders in adult home economics extension programs. An analysis of each county's work plan for 1972-73 was the basis of this research project. The leadership development plan consists of: (1) identifying potential leaders; (2) selecting a clothing project leader; (3) orienting-placing the emphasis on job expectation and initiation of leaders into job responsibilities; (4) training-meetings, workshops, conferences, etc.; (5) utilizing-leaders to their full capacity; (6) recognizing-good leader performance; and (7) evaluating-guidelines for evaluating leader performance. A bibliography is provided. (KM)

ED 073 334 AC 014 120

King, Gary W.

The W. K. Kellogg Foundation and Rural Development.

Kellogg Foundation, Battle Creek, Mich.

Pub Date Aug 72

Note—9p.; Paper presented at the World Congress of Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Agriculture, Community Service Programs, \*Developing Nations, Extension Agents, \*Foundation Programs, Human Resources, \*International Programs, Leadership Training, Natural Resources, Private Financial Support, \*Rural Development, Rural Economics, Rural Extension, Speeches

The W. K. Kellogg Foundation, since its inception in 1930, has assisted programs in health, education, and agriculture. The programs in agriculture are usually concerned with rural society and the quality of rural life rather than technical agriculture. The agricultural programs are international and range from domestication of the musk ox to rural leadership training to technical assistance in agriculture and home management to food science and technology programs to extension education, resource development, community services, and an agribusiness educational program. Observations on rural development include the following: (1) it has been suggested that the most economically rewarding kind of education for developing countries is for rural females; since they are responsible for the younger generation, they can most quickly and constructively change attitudes and norms; (2) rural development is often equated with agricultural development when the non-agricultural rural population is a large problem; (3) land-grant universities in the U.S. have been slow to change their orientations from agricultural technology and business back to their original focus on the problems of people in rural areas; and (4) governmental commitment is necessary for rural development efforts to be effective, a commitment lacking in the U.S. (KM)

ED 073 335 AC 014 121

Krellow, Burton W.

The Researchers Role in Facilitating an Interface between Research and Practice in Adult and Continuing Education.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, \*Adult Educators, \*Educational Researchers, Guides, Information Dissemination, Research Needs, \*Research Utilization, Role Perception

The researchers' role in moving research outcomes to practice is approached from a practical rather than a theoretical standpoint. The roles researchers have played are: (1) the researcher who conducts studies, writes official reports, and leaves the use of the findings to others; (2) the professional who reports his findings in journals and at professional conferences; and (3) the educator and change agent who considers teaching and public service, as well as research, aspects of the profession. Those accepting the third role accept the idea that interface between research and practice is the researcher's responsibility. Three essentials in bringing about an interface between research and practice are: (1) the research must be relevant to the practitioner; (2) the researcher must be involved in the practice of adult education; and (3) the researcher must communicate research plans, practice and research results to the practitioner. Means of dissemination suggested for the third objective are writing, film, TV, videotape, radio, result demonstrations, models, reports at conferences and inservice programs, personal conferences, and teaching. (KM)

ED 073 336

Hatfield, C. R., Jr.

The Agent of Change: The Agent of Conflict.

Pub Date Aug 72

Note—25p.; Preliminary draft prepared for presentation at Seminar 10, Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Adult Leaders, \*Change Agents, \*Culture Conflict, \*Developing Nations, International Programs, Models, Role Perception, \*Social Action, Social Change, Speeches

This speech examines the role of change agents in third world societies and indicates that the change agent must, to some extent, manipulate the social situation, even if his view of society is a more optimistic one than he finds in reality. If he considers strains and stresses to be the lubricants of change, then his focus on conflict as a mechanism of change comes more easily. Although in pursuing directed change a conflict model of society is considered theoretically more satisfying and practically more realistic, this model does not provide guidance in controlling or utilizing knowledge and skills (nor, actually, does the functionally integrated view of society). But it does provide a different view of the future than the functional model, a future always changing, societies always experiencing stresses, individuals always negotiating relationships. If in utopian terms this is an unpleasant view, it does instruct us practically to foster the growth of individuals and groups possessing those qualities that will ensure their survival. The ethics of the change agent as agent of conflict has its foundation here. (Author/KM)

ED 073 337

Kronus, Carol L. van Es, J. C.

Pollution Attitudes, Knowledge and Behavior of Farmers and Urban Men.

Spons Agency—Illinois Univ., Urbana. Agricultural Experiment Station; Rockefeller Foundation, New York, N.Y.

Pub Date Aug 72

Note—28p.; Revised version of paper presented at the Rural Sociological Society Meetings, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Pollution Control, Attitudes, Behavior Patterns, \*Environmental Education, \*Farmers, \*Males, Pollution, \*Rural Urban Differences, \*Surveys, Technical Reports, Water Pollution Control

Data were gathered through telephone survey of a random sample of 91 urban men and 97 farm operators to study pollution attitudes, knowledge, and household pollution abatement behavior among urban residents and farmers. The results indicate that urban men are more concerned about pollution, more willing to allocate tax money to clean up pollution, have greater knowledge about the pollution of the city water supply, and are more likely to practice pollution abatement in their households. Demographic and socioeconomic background characteristics are better predictors of attitudes than of behavior. Analyses of the simultaneous effects of background variables and attitudes yield little about variables affecting knowledge acquisition, but indicate that pollution behavior is related to both situational factors (marital status among urban men, older age among the farmers) and attitudinal concern. It is argued that adherents to voluntaristic strategies of pollution abatement are essentially displaying a rationale for inaction. (Author)

ED 073 338

Bostian, Lloyd R.

Using Techniques and Materials Developed in the Classroom and Communication Research Results for Training Extension Staff or "What good does a teaching and research program do in training people in information and communication?"

Pub Date Jul 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, \*Agricultural Personnel, \*Extension Agents, Extension Education, Guides, Information Dissemination, Information Utilization, \*Journalism, Mass Media, Research Utilization, Rural Extension, \*Training Techniques

AC 014 131

Ways in which a teaching and research program can help train agricultural extension staff in information and communication are presented. Teaching provides the resources of materials, techniques, and teachers themselves. Research provides results concerning the analysis of communication problems, audience information, the efficiency and effectiveness of media services, and the form of messages. Three assumptions are made about the ideal organization of information training activities: (1) there is central administrative control and direction over the information, training, and teaching functions; (2) staff members who are training have joint appointments in information offices; and (3) communication pathways between cooperating units are direct, not via administrative hierarchies. Research can aid training through: (1) researching trainees to find out their information abilities and habits and what they want in training; (2) research of agents' use of mass media; and (3) audience understanding of technical terms. A teaching program aids training through the ready-to-use materials, methods, and teachers it provides. It is recommended that the AAACE invest in a centralized accumulation of existing training materials from all states. (KM)

ED 073 339

Ott, Harold R.

Selected Socioeconomic Characteristics of Farmers Associated with the Use of Soil Testing.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Pub Date Aug 72

Note—68p.; Extension Studies 45

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Adult Farmer Education, Agricultural Education, Agricultural Research Projects, Extension Agents, \*Farmers, \*Farm Management, Rural Extension, \*Socioeconomic Background, \*Soil Science, \*Surveys, Technical Reports

A study was conducted to determine whether a relationship exists between several selected socioeconomic characteristics and the adoption or non-adoption of soil testing as a farm management tool and to establish whether or not a statistically significant relationship exists between adopters and imperfect adopters (discontinuers). Data were collected from 166 Pennsylvania farmers whose names were supplied by the Pennsylvania State University Testing Service and county agents. Names from the testing service were known users of the soil testing program in 1970 and 1971. County agents were given the names of the known testers and asked to match them as nearly as possible by size and type of farm operation and, if possible, by neighborhood with names of nontesters or discontinuers. Each individual was interviewed by telephone. Results showed that nontesters had a lower level of formal education than those who had previously used soil testing. Nontesters were older than testers, had lower gross farm income, and lower organizational participation scores. Adopters were younger, had higher organizational participation, had nearly two additional years of formal schooling, were more likely to own their crop land, and were slightly more prone to adopt other farming innovations than were discontinuers. Nontesters who had considered testing had a higher level or organizational participation than other nontesters. Implication and limitations of the study are discussed. (Author/KM)

ED 073 340

Billings, Joan And Others

A Study of the 4-H Organizational Leadership Development Process in Robertson, Davidson, and Sumner Counties, Tennessee.

Pub Date 72

Note—20p.; Prepared for Agricultural Extension 5120 course

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Extension Agents, \*Extension Education, Leadership Qualities, \*Leadership Training, Technical Reports, \*Young Farmer Education, Youth Clubs, \*Youth Leaders

Identifiers—\*Four H Clubs, Tennessee

Robertson, Davidson, and Sumner counties, Tennessee, were studied to determine the present 4-H organizational leadership situation and to find solutions to whatever problems they have. It was concluded that the following was needed in each county: (1) more organizational leaders—a

minimum of one per club; (2) definitions of leader role in terms of expectations from agents and members; (3) effective training of leaders to assure self-confidence and competence; (4) more opportunities in which to use leaders; (5) more effective means of recognition; and (6) periodic evaluation of the county's situation by agents and leaders. The leadership development tasks of identification, selection, orientation, utilization, training, recognition, and evaluation are discussed. References and a self-evaluation sheet for organizational leaders are provided. (KM)

**ED 073 341** AC 014 152  
Russell, Hamish M.

**Communication between Administrative-Program Staff and Field Staff in the Michigan Cooperative Extension Service.**

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Pub Date Jun 72

Note—29p.; Publication No. 24

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Personnel, \*Communication (Thought Transfer), \*Communication Problems, \*Extension Agents, \*Extension Education, \*Opinions, \*Questionnaires, \*Supervisors, \*Surveys, \*Tables (Data), \*Technical Reports

A study was conducted of the expectations and perceived communication between field and supervisory personnel in the Michigan Cooperative Extension Service. Each agent in the sample completed a 209-item questionnaire dealing with his communication with his supervisor, and each supervisor completed ten such questionnaires for each of his ten field agents. This resulted in 200 questionnaires giving matching information about 100 pairs or dyads. Similarities and differences and agents' and supervisors' backgrounds are analyzed. Supervisors perceived less frequent overall communication than did the field agents. Field agents perceived significantly less communication about personal matters and new ideas than did their supervisors. Significantly more supervisors wanted more communication about the existing program. Field agents perceived significantly more of the communication that they received as being initiated by the supervisor. A high level of similarity of orientation between supervisors and field agents was found at both the agreement and accuracy levels. But between 1/3 and 1/2 of the dyads showed disagreement or misunderstanding. Similarity of orientation was found to be associated with dyadic satisfaction and interpersonal perceptions, but other factors contribute to these states. Implications of the study are discussed, and references are provided. (KM)

**ED 073 342** AC 014 155  
Marks, Joseph J., Ed.

**Instant Writing Course. Self-Instruction Manual.**  
Michigan State Univ., East Lansing. Cooperative Extension Service.

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Autoinstructional Aids, \*Expository Writing, \*Extension Education, \*Independent Study, \*Instructional Materials, \*Journalism, \*Manuals, \*News Media, \*Newspapers, \*Writing Skills

This self-instruction manual contains nine lessons on news writing. They are: (1) what is news?; (2) how do you report news?; (3) polish your style; (4) write a better sentence; (5) getting the facts; (6) you're on your own—writing a news story from a collection of facts; (7) practice makes perfect—more news writing from a collection of facts; (8) be your own editor; and (9) writing for fun and profit—examples of good feature stories. (KM)

**ED 073 343** AC 014 161  
Mueller, E. W.

**Designing a New Human Settlement Pattern.**

Augustana Coll., Sioux Falls, S. Dak. Center for Community Organization and Area Development.

Pub Date Sep 71

Note—19p.; Paper presented at Mid-Continent Research and Development Council, Rapid City, South Dakota, September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Church Role, \*Citizen Participation, \*Citizen Role, \*Community Attitudes,

\*Community Change, \*Community Cooperation, \*Community Development, \*Community Influence, \*Community Involvement, \*Community Planning, \*Community Resources, \*Community Role, \*Extension Agents, \*Land Settlement, \*Rural Development, \*Rural Urban Differences, \*School Community Programs, \*Social Values, \*Speeches

ASCILOS, an acronym for a symbiotic community in the land of the Sioux, is a new land settlement pattern designed by the Center for Community Organization and Area Development (CENCOAD), sponsored by Augustana College, Sioux Falls, South Dakota. ASCILOS covers a 60-mile radius around Sioux Falls. ASCILOS, based on symbiosis in nature, assumes that unlike communities, working together for mutual benefit, make for a strong social fabric. CENCOAD's objectives are to improve the human condition in the area by increasing the performance of the social systems and to develop a religious force at the local and area level that has the power to influence the lifestyle in the area. Citizens need to develop a value system that combines economic forces with religious forces to achieve community advancement. In order to develop a symbiotic community, citizens need: (1) a catalyst such as CENCOAD; (2) to organize resources to best meet their needs; (3) a new image of community; (4) a sense of community among individuals; and (5) a new approach to resource development that will be sensitive to the national, social, and ecological cost. The three basic factors in community development are a major input of education, horizontal communication, and a motivational force. Development of a symbiotic community requires a study of the value system, development of an aware, responsible, positive spirit among the people, leadership, and a catalyst. (KM)

**ED 073 344** AC 014 207  
Yoesting, Dean R. Burkhead, Dan L.

**Significance of Childhood Recreation Experience on Adult Leisure Behavior: An Exploratory Analysis.**

Iowa Agricultural and Home Economics Experiment Station, Ames.

Spons. Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research; Iowa State Univ. of Science and Technology, Ames. Water Resources Research Inst.

Pub Date [72]

Note—19p.; Journal Paper No. J-7312

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Characteristics, \*Behavior Patterns, \*Childhood Interests, \*Leisure Time, \*Participation, \*Recreational Activities, \*Skill Development, \*Socialization, \*Technical Reports

This paper examines the impact of the level of activity of an individual as a child on the activity level of that individual as an adult. The study is based on a stratified random sample of adult residents in 6 rural Iowa counties regarding 35 outdoor recreation activities. Five hypotheses were tested. The results indicate a direct effect of the level of participation as a child on adult level of participation. Childhood residence has no effect on adult activity level or on the percentage or composition of adult activities that included childhood activities. Childhood outdoor recreation activities are an important predictor of adult recreation activities in that approximately 40 percent of the 35 activities were participated in similarly during childhood and adult life. (Author)

**ED 073 345** AC 014 208  
Smith, L. L.

**Continuing Education and Social Conscience.**

Syracuse Univ., N.Y. Continuing Education Center for the Public Service.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, \*Adult Education Programs, \*Adult Students, \*Cultural Context, \*Educational Accountability, \*Educational Objectives, \*Moral Values, \*Program Descriptions, \*Program Development, \*Social Environment, \*Social Values

Public education has both political, or social, and personal, or self-improvement objectives; in addition it provides much of the moral quality of a democratic society. Each function—personal, political, and moral—has special significance for continuing education. Adults continue their edu-

cation to update their job skills or to seek satisfaction in the use of leisure time. Yet the less obvious relationship between continuing education and the political and moral characteristics illuminates some of its distinctive aspects. Its position outside the central concerns of most schools has been both cause and effect of its special quality and contributions. Its spirit of immediacy, directness, and relevance inspires a mode of examination and questioning most essential in our mass society. The Continuing Education Center for the Public Service at Syracuse University has been called the "social conscience" of the University. The Center approach—concern for real social problems, involvement of clientele and faculty, use of participatory training methods, flexibility in time and place, and relevance—these factors characterize program development at the Center for businessmen, government officials, social planners, poor people, minorities, or any identifiable group of adults. (Author)

**ED 073 346** AC 014 209  
Lionberger, Herbert F. Yeh, Chi-jeng

**Comparative Structuring Influence of Neighborhoods, Social Clique and Church Groups on Interpersonal Communication of Farm Information in Two Missouri Communities, 1956-1966.**  
Missouri Univ., Columbia. Dept. of Rural Sociology.

Pub Date Aug 72

Note—29p.; Paper presented at the Rural Sociological Society meetings, Baton Rouge, Louisiana, August 1972; from the Missouri Agricultural Experiment Station Journal Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Churches, \*Farmers, \*Information Seeking, \*Interviews, \*Neighborhood, \*Social Relations, \*Social Structure, \*Surveys, \*Tables (Data), \*Technical Reports, \*Verbal Communication

A study was conducted concerning: (1) the manner in which neighborhoods, social cliques and church groups structure interpersonal communication of information about farming in two agricultural Missouri communities—Prairie, economically stable, and Ozark, undergoing rapid change; and (2) how this changed between 1956 and 1966. Interviews were conducted with 238 and 227 farmers (1956 and 1966 respectively) in Ozark and 218 and 174 (1956 and 1966 respectively) in Prairie. Each was asked to whom he talked most frequently about farming, from whom he obtained general farm information, where he obtained first and additional information about new farm practices he had adopted, the sources that were most influential in his adoption decisions, with whom he exchanged work, and the persons with whom he associated most closely or regarded as his best friends. The unit of analysis was the dyadic relationship of one farmer naming another rather than farmers as individuals. Results included the following: (1) there was a continued inclination for the proportion of opportunities to obtain farm information from fellow group members to persist at a much higher level than in the cross-group situations; (2) social cliques took the lead as a retaining influence in the low-importance relationships, dispossessing neighborhoods from this position; and (3) neighborhoods showed a marked tenacity of the retaining power. (KM)

**ED 073 347** AC 014 210  
Fett, John H.

**Communicating with Low-Income and Low Education Farmers in a Developing Country.**

Wisconsin Univ., Madison. Dept. of Agricultural Journalism.

Pub Date Jan 71

Note—31p.; Paper presented at NCR-44 Regional Meeting on Mass Communication Research, University of Illinois, Urbana, Illinois, January, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Farmer Education, \*Adult Literacy, \*Communication (Thought Transfer), \*Communication Problems, \*Developing Nations, \*Economically Disadvantaged, \*Educationally Disadvantaged, \*Extension Agents, \*Extension Education, \*Farmers, \*Information Dissemination, \*Information Seeking, \*International Programs, \*Mass Media, \*Newspapers, \*Radio, \*Research Reviews (Publications), \*Rural Extension, \*Surveys, \*Tables (Data)

Identifiers—\*Brazil



Selected findings from a number of communication research projects conducted by, or in collaboration with, the Economic Studies and Research Institute (IEPE), Federal University of Rio Grande do Sul, Brazil, are reported. Communication research in IEPE during the past 4 years has concentrated on mass media performance and use, because extension agents were ignoring mass media, though they were using personal communication techniques ingeniously. A study was conducted that controlled for literacy and education and then investigated the effect of mass media exposure. It was found that literacy affected media use more than education. A substantially larger percentage of the mass media users than non-users were high adopters of farm practices. Two research projects were conducted concerning agricultural information received from radio, newspapers and magazines and the value of it. To study the potential role of newspapers, six relevant agricultural articles were sent to the newspapers in the state; it was concluded that newspapers are generally receptive to printing agricultural information when it is sent to them. Several readership, comprehension, and source credibility studies were conducted. A study of two infrastructural factors and the correlation between their restrictiveness and farmers' search for information supported the hypothesis that the amount of search for market and price information is inversely related to the restrictiveness of the market situation. (KM)

ED 073 348 AC 014 211  
Fett, John H. Boston, Lloyd R.

A Reconceptualization of Some Factors in Mass Media - Interpersonal Communication for Disseminating Technological Information in Development Programs.

Wisconsin Univ., Madison. Dept. of Agricultural Journalism.

Pub Date Aug 72

Note—17p.; Paper presented at the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Farmer Education, Agriculture, Communication (Thought Transfer), Cross Cultural Studies, \*Developing Nations, Developmental Programs, \*Farmers, \*Information Dissemination, \*Mass Media, Research Reviews (Publications), Speeches

Identifiers—Afghanistan, Brazil, Chile, India, Jordan

Five propositions, to be considered topics for further cross-cultural research, are discussed. It is recommended that questions of who has information and what causes information to flow should be examined before studying the operative value of any particular flow pattern in a setting. The propositions are: (1) the flow of information (two-step or other) depends on its content; it is the media as content, not as institutions or channels alone, that is important; (2) when information has high interest value and/or is relevant, it flows; relevance is a function of the message and the situation; (3) gatekeeping and personal influence are distinctly different phenomena in information flow; (4) opinion leadership is in part a function of the information a person has; and (5) illiteracy is not a barrier to the flow of development information through interpersonal channels and is not an impenetrable barrier to receiving information from mass media sources including the print media. References are provided. (KM)

ED 073 349 AC 014 212  
Bosetti, R. A.

Developing a Master Plan for Alberta Post-Secondary Non-University and Continuing Education. The Planning Project; Master Planning Monograph 1.

Alberta Colleges Commission, Edmonton.

Pub Date May 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Charts, Data Analysis, Data Collection, Educational Needs, Educational Objectives, \*Educational Planning, \*Master Plans, \*Post Secondary Education, Program Descriptions, \*Program Development, Program Planning

Identifiers—\*Alberta, Canada

This monograph describes the Alberta College Commission Master Planning Project, which includes all post-secondary non-university and continuing education services in the province. The

areas covered are: (1) the need for planning-system efficiency and effectiveness, coordination of post-secondary education; (2) the Alberta College Commission Master Planning Project—growth and development of the college system, master planning; (3) purpose of the project—general purpose, statement of the problem, scope and limitations (organization of post-secondary education, constraints and limitations, delimitations), definition of terms; and (4) methodology—project design (purpose, establishment of goals, development of a planning model, data collection, development of data screens, and data analysis), planning model (collecting the data, analyzing the data, evaluation), and critical path (a chart conceptualizing the planning project and outlining the interrelationships of the various areas under study). (KM)

ED 073 350 AC 014 213  
Fisher, Grant L.

A Study of Non-University Post-Secondary and Continuing Educational Services in Alberta 1970-71. Program-Service Inventory; Master Planning Monograph 3.

Alberta Colleges Commission, Edmonton.

Pub Date May 71

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Adult Education, Adult Education Programs, Community Service Programs, Master Plans, \*Post Secondary Education, \*Program Descriptions, Questionnaires, \*Student Enrollment, \*Surveys, Tables (Data), Technical Reports

Identifiers—\*Alberta, Canada

A survey, commissioned by the Alberta College Commission as part of its master planning project, was conducted to identify existing programs, services, and enrollments in post-secondary, non-university and continuing education in the province. A survey instrument was sent to all licensed trade and business schools, adult education centers, private colleges, officials of the Departments of Health and Education, and other institutions. Among the findings are: (1) there were more than 80 specific institutions offering full-time programs in post-secondary education, with a total of 306 full-time programs; (2) total full-time enrollment for 1970-71 was 32,735; total part-time and continuing education enrollment was 70,970; (3) full-time programs varied in duration from one week to three weeks, with one program extending to four years; (4) about 1/3 of the programs were classified as industrial and technical, accounting for almost 1/2 of the total enrollment; (5) the two regions centered at Edmonton and Calgary accounted for most of the enrollment in community service programs; (6) of the full-time students, slightly more than 1/4 were Manpower-supported and about 1/3 were 25 years old or older; and (7) more than 60 percent of the students were males. A copy of the survey instrument is appended. (Author/KM)

ED 073 351 AC 014 214  
Shearer, J. G. S., Ed.

Year Book of Adult Education in Scotland, 1972-73.

Scottish Inst. of Adult Education, Edinburgh.

Pub Date 73

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, \*Adult Education Programs, Adult Students, Adult Vocational Education, Curriculum Planning, \*Foreign Countries, Mass Media, National Programs, Recreational Activities, Student Enrollment, Tables (Data), \*Yearbooks, Young Adults

Identifiers—\*Scotland

The Year Book of Adult Education in Scotland for 1972-73 contains: (1) next [new] business; (2) directory of organizations—Scottish Institute of Adult Education, education authorities, the universities, the Workers' Educational Association, Newbattle Abbey College, the Open University, university contribution to adult education H.M. Forces, Radio and television in adult education, adult education and the library service, adult education in museums, the Scottish Film Council, the Scottish Arts Council, the British Association for the Advancement of Science, the National Union of Townswomen's Guilds, Scottish Women's Rural Institutes, adult Christian education within the Church of Scotland, the Scottish Co-operative Education Association, the

Association of Tutors in Adult Education, post-graduate diplomas in adult education; (3) articles concerning adult education and the young adult—Youth and Education, Post School Vocational Education for the Young Adult, Liberal Studies in the Education of the Young Adult, The Young Adult and Recreational Activities, The Mass Media and the Education of the Young Adult, The Informal Education of the Young Adult, Curriculum Planning for the Raising of the School Leaving Age; and (4) a critique of Studies in Adult Education (Vol. 3), edited by T. Kelly, and University Studies for Adults, edited by Allen Parker and S. G. Raybould. (KM)

ED 073 352 AC 014 215  
Vocational-Technical Education Needs in Kent County.

Delaware State Planning Office, Dover.

Report No.—DEL-SPO-72-1622-5

Pub Date Feb 71

Note—54p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 548, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, \*Community Colleges, \*Educational Needs, Post Secondary Education, Questionnaires, \*Surveys, Tables (Data), Technical Education, Technical Reports, Vocational Education, \*Vocational Schools

Identifiers—\*Delaware

The Vocational-Technical Needs Study was undertaken by the Delaware State Planning Office in order to determine if there was a need and a demand for a branch of Delaware Technical and Community College in Kent County. The study involved the use of three surveys—one for all high school juniors and seniors in Kent County, one for a sample of the adult population, and one aimed at industrialists and businessmen to determine the employment needs in the County. The published study report, a tabulation and interpretation of the results of these surveys, in conjunction with discussions held with educators and other interested persons, convinced the Planning Office that not only was a branch of Delaware Technical and Community College needed but a second branch of the County vocational-technical high school was needed as well. The Delaware State Planning Office recommended that a multi-use, multi-jurisdiction facility be considered as a solution to these needs and suggested the formation of a task force to study this recommendation. (Author/KM)

ED 073 353 AC 014 216  
Selected References for Background Reading in Security Education.

Atomic Energy Commission, Washington, D.C.

Div. of Security.

Report No.—WASH-1194

Pub Date Apr 72

Note—27p.

Available from—National Technical Information Service, Springfield, Va. 22151 (WASH-1194, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Bibliographies, Information Utilization, \*Job Training, \*Law Enforcement, Resource Guides

This bibliography of background reading in security education updates and expands the March 1970 listing by the same name. The periodical references number 260, and 100 book references are listed. Author and subject indexes are provided. (KM)

ED 073 354 AC 014 225  
Nix, Harold L. Seerley, Norma R.

Community Social Analysis of DeKalb County, Georgia, January, 1972. Community Social Analysis Series Number 7.

DeKalb County Chamber of Commerce, Decatur, Ga.; Georgia Univ., Athens. Dept. of Sociology and Anthropology; Georgia Univ., Athens. Inst. of Community and Area Development.

Pub Date Jan 72

Note—179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Community Characteristics, Community Development, \*Community Leaders, \*Community Problems, \*Community Study, \*Community Surveys, Social Structure, Southern Community, Tables (Data), Technical Reports



This report, the seventh in the Community Social Analysis Series conducted by the Institute of Community and Area Development and the Department of Sociology and Anthropology of the University of Georgia, summarizes the findings of a study of DeKalb County, Georgia. The community reconnaissance method was used in selecting and interviewing 117 positional-reputational leaders and in making demographic, historical, and current events sketches as background information for the study. To get a random sample of the views of DeKalb County's average citizens, a random sample was drawn from the registered voter list and 22 voters were interviewed. Included in the report are an introduction to a community social analysis, a history of DeKalb County, a descriptive analysis of the county's social structure, and implications of the data for the seventies. A rank order of respondents' views of community needs and problems is appended, as well as a copy of the leader nomination questionnaire and interview schedule and a list of available resources. (KM)

**ED 073 355** AC 014 226  
Inventory of Readiness for Literacy. Phase 2: Auditory Discrimination.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, Adult Education Programs, \*Auditory Discrimination, Auditory Evaluation, Auditory Tests, Curriculum Planning, \*Illiterate Adults, Literacy Education, \*Reading Readiness Tests

This inventory, the second in a series of two, is designed to assess the auditory discrimination of illiterate adults in order to identify specific deficiencies that may hinder the process of learning to read. It is intended as an aid to curriculum planning. The second inventory consists of a 21-minute tape plus this manual, which contains instructions for administering, directions for scoring, and suggestions for interpreting. In addition, student response sheets and scoring sheets suitable for duplication are included. A script and suggestions for making the tape are also included. (Author/KM)

**ED 073 356** AC 014 228

Hammett, Earl Lee

Curriculum Guide for Adult Education Teachers. Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1187

Pub Date 70

Note—182p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Basic Education, Adult Counseling, Adult Education Programs, \*Adult Educators, Adult Learning, \*Basic Skills, Conservation Education, Consumer Education, \*Curriculum Guides, Family Life Education, Instructional Materials, Job Skills, Leisure Time, Public Affairs Education, \*Public School Adult Education, Self Concept, Student Evaluation, Teacher Characteristics, Teaching Guides, Teaching Methods, Teaching Techniques, Work Attitudes

This curriculum guide for teachers of adult education is divided into three parts. The first offers an overview of adult basic education, the teacher as counselor, testing and evaluation, instructional procedures—physical environment and classroom management, techniques providing variety in instruction—discussions, demonstrations, projects, problem-solving, lectures, role-playing, field trips, community resources, audiovisual material, team study, and evaluation of instructional materials. The second part provides sequential skills for grades 0-3, 4-8, and 9-12 in language arts, mathematics, social studies, and science. The third part covers areas of instruction for teaching sequential skills: (1) family life instruction—health and safety, management of food, management of clothing, family business, management of housing, parent-child relationship, marital responsibility; (2) citizenship—structure of government, governmental services, principles and objectives from which government was developed, voting information, tax structure, community participation, rights and responsibilities, current events; (3) occupational education—job opportunities, positive work attitudes, per-

sonal development, technique of getting a job, keeping a job, unions and labor laws, Social Security system; (4) consumer education; (5) personal improvement and development; (6) conservation of natural resources; and (7) leisure time. References are provided throughout. (KM)

**ED 073 357** AC 014 229

Breeding, James Dumps And Others

Motivations of Macon County, Tennessee, Manufacturing Milk Producers. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Dec 72

Note—16p.; Extension Study No. 34; S.C. 820

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adoption (Ideas), Adult Characteristics, Adult Farmer Education, Agricultural Production, Comparative Analysis, \*Dairymen, Educational Background, Extension Education, \*Farm Management, Interviews, Motivation, \*Rural Extension, Socioeconomic Background, \*Surveys, Technical Reports

Identifiers—\*Tennessee

A study was conducted to: (1) determine the characteristics of Macon County manufacturing milk producers and their farms; (2) find out which research verified, recommended manufacturing milk production practices were being used by those in the different butterfat production thirds; and (3) try to establish which factors were influential in producer adoption of the practices. A random sample of 60 producers of the population of 571 was personally interviewed. A profile of the average Macon County manufacturing milk producer was compiled, and statistics concerning the adoption of practices relating to breeding and herd replacement, record keeping and use, feeding and feed production, health and sanitation, and general management were compiled. A comparison of the average high and low producer revealed that the former: (1) was slightly older;

(2) was better known to the interviewer; (3) had about 39 percent greater income; (4) had considerably higher per cow butterfat and milk production averages for 1965; and (5) had 10 acres more cropland. A comparison of adoption practices showed that high producers had higher ratings on 17 of 23 practice studies and tended to feed a slightly higher protein ration and that fewer high producers had hay ground. "The regular income" was rated first by 88 percent among things liked about the occupation. Statistics on non-adoption and sources of dairying information were also compiled. (Author/KM)

**ED 073 358** AC 014 230

Dixon, Lois Claudine And Others

Characteristics of Viewers of a Tennessee Agricultural Extension Educational Television Series on Renovating Furniture. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Feb 73

Note—74p.; Extension Study No. 38; S.C. 825

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Students, \*Educational Television, \*Extension Education, \*Furniture, Homemaking Education, Homemaking Skills, \*Housewives, Program Effectiveness, Questionnaires, \*Surveys, Tables (Data), Technical Reports, Televised Instruction, Television Curriculum, Television Surveys, Television Viewing

Identifiers—Kentucky, North Carolina, Tennessee, Virginia, West Virginia

A study was conducted to investigate certain characteristics of respondents who renovated furniture during a Washington County educational television 19-program series on chair renovation, who had previously renovated furniture, and who planned to renovate a chair following the series, and to compare them with those respondents who had not. Data used in the analysis came from 1,477 homemakers responding to a mail questionnaire in a five-State area including parts of Tennessee, Kentucky, Virginia, North Carolina, and West Virginia. Data were analyzed according to the relation of the respondents' membership status, previous renovation of furniture, number of Extension units in the series watched, and chair renovating rating. Among the major findings were: (1) respondent Extension-related membership status was significantly related to previous formal education; (2) respondent Extension-related membership status was significantly

related to renovation of a chair before watching the series; (3) whether or not respondents renovated chairs while an educational TV series was in progress and whether or not respondents intended to renovate chairs after the series were significantly related; and (4) the actual number of Extension units watched by respondents was significantly related to each of six topics for future TV programs desired by respondents—buying home furnishings, window treatment, food preservation, food buying, work simplification, and money management. (Author/KM)

**ED 073 359** AC 014 231

Geary, Virginia Ruth And Others

Factors Influencing Food Choices of 4-H Club Members in Williamson County, Tennessee. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Dec 72

Note—12p.; Extension Study No. 35; S.C. 821

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adolescents, Age Differences, \*Eating Habits, Extension Education, Foods Instruction, Interviews, Nutrition Instruction, Sex Differences, \*Surveys, Technical Reports, Young Farmer Education, \*Youth Clubs

A study was conducted to identify some of the eating habits and factors influencing food choices of selected junior (9 to 13 years old) and senior (14 to 19 years old) 4-H club members enrolled in Williamson County, Tennessee, in 1968. Data were collected through group interviews with 200 juniors and 70 seniors—116 boys and 154 girls. Identification of eating habits was sought related to breakfasts, snacking at school and at home, and drinking milk. The study also attempted to determine whether sex, age, place of residence, employment status of mother, and enrollment in the food-nutrition project affected food choices and eating habits of the interviewees. Results indicated that: (1) boys tended to have better eating habits than did girls; (2) senior members had slightly better eating habits than did junior members; (3) farm residents had somewhat better eating habits than did rural non-farm and urban members; (4) no appreciable difference existed between the eating habits of interviewees whose mothers were employed outside the home and those whose mothers were full-time homemakers; and (5) members enrolled in the Extension 4-H food-nutrition project did not have noticeably different eating habits than those not enrolled, but members who had been enrolled for a longer period of time had slightly better eating habits than did those who had been enrolled for a shorter period of time. (Author/KM)

**ED 073 360** AC 014 233

Hanumanthappa, H. S. And Others

Some Extension Resource Development Principles and Procedures for Use in Tennessee Counties. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Dec 72

Note—26p.; Extension Study No. 36; S.C. 822

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Bibliographies, \*Community Development, Community Programs, Community Resources, County Programs, Developmental Programs, Educational Planning, Extension Education, \*Literature Reviews, Natural Resources, \*Program Planning, \*Rural Development, \*Rural Extension

A study was conducted to identify some generally accepted principles and procedures found to be effective and useful in county and area resource development planning. Review of available published and unpublished literature and involvement of a six-member panel of judges permitted identification of nine principles concerning resource development planning: (1) it should be based on local people's interests and needs; (2) it should be based on an adequate number of current, reliable and relevant facts concerning the situation in the area; (3) it should be conceived as including educational work; (4) deciding upon definite area projects is an essential part of the resource development planning process; (5) it should be a continuous process; (6) it should include representative local area participation; (7) it should enlist the aid of all agencies and organizations at the local area level; (8) the approach should be flexible, to permit

adaptation to any given county or area; and (9) it should include a definite procedure for evaluation. A bibliography of useful references (books, periodicals, other publications, and unpublished materials) is included. A comparative summary of the inclusion of selected county and area resource development planning principles in the writings of eight resource development authorities is presented in a table. (Author/KM)

ED 073 361 AC 014 234

*Peace, Rural A. And Others*  
Factors Associated with Tennessee County Extension Agent Dairy Educational Program Effectiveness. A Research Summary Graduate Study. Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Oct 72

Note—30p.; Extension Study No. 28; S.C. 804

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Attitude Tests, Correlation, \*Dairymen, \*Effective Teaching, \*Extension Agents, Extension Education, Hypothesis Testing, Interest Tests, Multiple Choice Tests, \*Program Effectiveness, Rating Scales, Rural Extension, Technical Reports

A study was conducted to determine the association between county Extension agent effectiveness in conducting a dairy educational program and agent knowledge in dairying and related subjects. A secondary purpose was to determine the association of agent effectiveness scores and knowledge scores with selected independent variables classified in four subgroups—agent background and training, agent interest and attitudes, county situation, and work-related factors. Data were collected from 41 agents. Effectiveness ratings were determined by supervisory personnel and dairy specialists. A multiple-choice test was used to measure dairying knowledge and related subject matter, and an interest and attitude scale gave other measures. Among the findings from the testing of hypotheses were: (1) effectiveness ratings and knowledge test scores were inversely related to tenure; (2) more effective agents spent more time on group and mass media teaching methods and made more contacts with dairymen; and (3) more effective agents involved dairy specialists more frequently in their dairy educational work. Multiple correlations analysis indicated the most accurate predictors of effectiveness ratings and agent test scores. (Author/KM)

ED 073 362 AC 014 235

*McBride, James R., Ed.*

Options and Alternatives—An AUEC Study. 1972 Proceedings of the Association of University Evening Colleges.

Association of Univ. Evening Colleges, Norman, Okla.

Pub Date 72

Note—163p.; Proceedings of annual meeting of the Association of University Evening Colleges (34th, October 29-November 2, 1972, N.Y., N.Y.)

Available from—Howell W. McGee, Executive Secy., Association of University Evening Colleges, University of Oklahoma, Norman, Oklahoma 73069 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Adult Education Programs, Adult Students, College Faculty, \*College Role, Community Colleges, \*Conference Reports, \*Educational Planning, \*Evening Colleges, Junior Colleges

The proceedings of the 1972 annual meeting of the Association of University Evening Colleges are reported. In this meeting the AUEC examined its role, as well as the role of individual institutions, in meeting the new demands of higher education. The addresses were: (1) "What Are the Keys to Organizational Renewal?" by Robert G. Farris; (2) "What Do Women Really Want from Higher Education?" by Dorothy D. Stuck; (3) "The Place of Continuing Education in American Education Today—and Tomorrow" by Alvin C. Eurich; (4) "Non-Traditional Study—Principles and Realities" by John Valentine; (5) Presidential address by William T. Utley; and (6) "A Word from the Students" by Alex Meloni. The major report came from the Committee of the Future. Reports from special interest groups were: (1) "The Community College and Continuing Education"; (2) "Urban Continuing Education"; (3) "New-Fangled Colleges on Weekends and on

Wheels"; (4) "How Can the Adult Student and the Faculty Work Together in the Solution of Campus Problems?"; (5) "What You Always Wanted to Know about a University Public Relations Office"; (6) "Continuing Education Programs for Pathologists and Clinical Laboratory Allied Medical Personnel"; (7) "An International Education Forum: A Report on the Third International Conference on Adult Education Sponsored by UNESCO, Tokyo, Summer 1972"; and (8) "Constitutional Limitations on Non-Renewal of Teachers' Contracts and Recent Decisions of U.S. Supreme Court." (KM)

ED 073 363 AC 014 244

*Courvels, Warren S., Ed.*

Consumer Education Bibliography: A Selected Listing of Abstracts from the National Multimedia Center for Basic Education.

Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.

Pub Date 71

Note—58p.

Available from—Adult Continuing Education Center, Montclair State College, Upper Montclair, New Jersey (\$2.80)

Document Not Available from EDRS.

Descriptors—\*Abstracts, Adult Basic Education, Adult Education Programs, \*Annotated Bibliographies, \*Consumer Education, Instructional Materials, Reference Materials, Textbooks

This abstract bibliography is a selection of materials from the National Multimedia Center for Basic Education collection especially suited to Adult Basic Education (ABE) and other adult programs. It includes teacher-support and student-use texts, workbooks, classroom kits, and reference sources. Curricular information, reading level, and format are given for each entry. (KM)

ED 073 364 AC 014 245

*Petersen, Eugene W., Ed.*

Deaf Leadership Training for Community Interaction. A Manual for "Grassroots" Leadership.

Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Report No.—SRS-72-25029

Pub Date 72

Note—95p.; Papers presented at workshop sponsored by National Assoc. of the Deaf (Salt Lake City, Aug. 13-16, 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Community Action, \*Community Involvement, \*Conference Reports, \*Deaf, Deaf Education, \*Leadership Training, Manuals, Workshops

This manual is the outgrowth of a workshop sponsored by the National Association of the Deaf in 1969 to develop guidelines on deaf leadership training for community interaction. The manual contains: (1) "A Welcome and a Challenge" by Robert L. Lankenau; (2) "The Critical Need for Leadership" by Don G. Pettinelli; (3) "The National Census—A Responsibility of Deaf Leadership" by Frederick C. Schreiber; (4) "Political Dynamics" by Joseph J. Pernick; (5) "Rehabilitation—Community Coordination" by Frank J. Gattas; (6) "Legislative Techniques" by Ernest Dean; (7) "Adult Education" by Ray L. Jones; (8) "Interpreting—Key to Interaction" by Albert T. Pimentel; (9) "Personal Awareness" by L. Stewart Olsen; (10) "Ethics of Professional Leadership" by Roger M. Falberg; (11) "Community Agency Resources" by Robert K. Ward; (12) "Communications—Community Interaction" by Paul L. Taylor. Positive and negative participant responses to the workshop group sessions are given. A list of people involved in the workshop and the workshop schedule are provided in an appendix. (KM)

ED 073 365 AC 014 246

*Gillette, Arthur*

Youth and Literacy: You've Got a Ticket to Ride. UNESCO and its Programme.

United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, N.Y. Centre for Economic and Social Information.

Pub Date 72

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, Developing Nations, Economic Development, Illiteracy, \*International Programs, Literacy, \*Literacy Education, Publications, Young Adults, \*Youth Opportunities

Identifiers—\*UNESCO

This booklet about UNESCO's literacy program is written for, as well as about, young people to emphasize youth's contribution to literacy work. The purposes of the booklet are to: (1) explain some of the basic facts of illiteracy and literacy action; (2) analyze some of the major unresolved issues of illiteracy and literacy; and (3) stimulate and facilitate action by youth for literacy. Chapter 1, "Youth and Literacy," defines and describes illiteracy and literacy, with special reference to the role of literacy in development. Chapters II, III and IV ("Youth Learning," "Youth Teaching," and "Youth Supporting") describe the ways in which young people are currently involved in literacy action. Chapter V, "What Next?" evaluates the results of youth's literacy efforts and makes projections about possible lines for increased involvement of youth in literacy action in the future. Chapter VI, "What You Can Do: 'Imagination Takes Over,'" outlines concretely what a young person can do, directly and indirectly, for literacy work. Related UNESCO publications are suggested as follow-up reading. (Author/KM)

ED 073 366 AC 014 248

*Rogers, Everett M.*

Taboo Communication and Social Change: Family Planning in Asia, and Some Suggested Modifications in the Classical Diffusion Model.

Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date 5 May 72

Note—29p.; Paper presented to the Department of Human Communication, Rutgers-The State University, May 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), Adult Education, Change Agents, Changing Attitudes, \*Communication Problems, \*Contraception, \*Developing Nations, \*Family Planning, Oral Communication, Population Education, \*Social Change, Social Values, Technical Reports

Taboo communication is examined in relation to its distinctive characteristics and its significance in inhibiting social change involving birth control in Asian and other countries. Taboo communication tends to occur between very high homophilous individuals, which poses problems for communications research. Research is inhibited when researchers are quite unlike the persons they are trying to communicate with. The high degree of homophily between individuals in taboo communication acts as a barrier to diffusion of taboo messages, which in turn perpetuates the taboo status of the topic. This homophily frustrates individuals seeking taboo information because the individuals sought are unlikely to have the information and because of the high degree of redundancy in homophilous friendship networks. Taboo communication can be facilitated by encouraging widespread communication about the taboo message and by relabeling the taboo topic with different word-symbols. Problems involved in diffusion of family planning ideas are different from those involved in diffusion of ideas in other areas. Certain implicit assumptions in the diffusion model on which most Asian family planning programs are based do not recognize these differences. Family planning programs in Asia suggest two modifications in this model: (1) use of paraprofessional change agent aides—to overcome the homophily barrier; and (2) payment of diffuser incentives to encourage communication about a taboo topic. (KM)

ED 073 367 AC 014 249

A Guide to an Inservice Training Program for the Cooperative Extension Service. Recommendations of the National Task Force on Cooperative Extension Inservice Training.

Federal Extension Service (DOA), Washington, D.C.

Pub Date [59]

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, Adult Educators, \*Extension Agents, Extension Education, \*Inservice Education, Manuals, Program Evaluation, \*Program Guides, Statewide Planning



This manual is intended as a guide to each State in analyzing its training program and policies for extension workers and in making adjustments to meet the needs of the State. Areas covered are: (1) a written training policy; (2) administrative arrangements; (3) purposes of training; (4) determining training needs—locating areas where training may be needed, identifying individual workers in need of training, determining priorities in training needs; (5) program content areas; (6) organization of training program; (7) training activities; (8) evaluation of inservice training; and (9) importance of research in extension training. Examples of training materials and an analysis of inservice training programs under way in 1959 are provided in appendices. (KM)

**ED 073 368** AC 014 251

*Monosmith, R. O. Banning, John W.*  
National Program of 4-H Youth Staff Development and Training. Annual Report, July 14, 1971-July 13, 1972.

Federal Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 72

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Extension Agents, Extension Education, \*Inservice Education, Leadership Training, Program Descriptions, Seminars, Volunteer Training, Workshops, \*Youth Clubs, \*Youth Leaders

This report details those 4-H staff development and training programs conducted at the national level that have been partially financed by a W. K. Kellogg Foundation grant. A national invitational joint meeting of State 4-H Youth Leaders and State Leaders was held in 1971 to discuss implementation of these programs. Twelve workshops and seminars were conducted at the National 4-H Center and one in Des Moines, Iowa, during the first six months of 1972 with primary emphasis on training State staff and building training models for State use. The programs, which are summarized, were: (1) seminar: youth involvement in community development; (2) workshop: management for effective 4-H youth programs; (3) experimental workshop: voluntary participation; (4) seminar: models for volunteer leader forums; (5) workshop: volunteer leadership development; (6) workshop: new county extension agents doing 4-H work; (7) seminar: new State 4-H youth staff; (8) seminar: paraprofessional staff development in 4-H; (9) seminar: model 4-H citizenship short course; (10) seminar: supervisory roles and functions in 4-H youth work; (11) experimental seminar: all extension agents in one district; (12) workshop: adult/youth interaction; and (13) seminar 76. Details of each course are provided in an appendix. (KM)

**ED 073 369** AC 014 252

*Sticht, Thomas G. And Others*  
HumRRO's Literacy Research for the U.S. Army: Progress and Prospects.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-PP-2-73

Pub Date Jan 73

Note—31p.; Paper presented at U.S. Continental Army Command, October 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Basic Education, Adult Education Programs, Adult Literacy, \*Adult Reading Programs, Enlisted Men, \*Literacy Education, \*Military Training, \*Reading Research, Technical Reports

This report summarizes literacy research performed in HumRRO Work Units REALISTIC, READNEED, and FLIT. Data are reported that show reading demands of various Army jobs and reading ability levels of personnel prior to, during, and after Project 100,000. Research and development of a new job-related, functional literacy training program for the Army is described. (Author)

**ED 073 370** AC 014 253

*Bennett, Claude F.*  
A Hierarchy of Program Evaluation Applied to Volunteer Leadership Development.

Federal Extension Service (DOA), Washington, D.C.

Report No.—PSD-1-6-2-72

Pub Date Feb 72

Note—14p.; Revision of presentation to 4-H Youth Development Workshop on "Utilization of Current Knowledge about Voluntary Participation, Evaluation and Application to Problem Priorities," National 4-H Center, Feb. 14-18, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation Criteria, \*Evaluation Methods, Extension Education, \*Leadership Training, \*Program Evaluation, Speeches, \*Volunteer Training, Youth Clubs, \*Youth Leaders

Plans for evaluation should be laid prior to implementation of a program. A hierarchy of types of program evaluation helps select the exact type of evaluation intended. This hierarchy starts with the easiest (and least useful) type of evaluation and six progressively more difficult levels of evaluation are added in cumulative fashion. The seventh and final type is a master plan for evaluation, which should be accomplished by starting with the top steps and their interrelationships and working down. The evaluation types, with applicable questions for extension leader orientation, are: (1) inputs made—How much time and money are expended in leader orientation, and is this the right amount? (2) activities performed—What kinds of orientation activities are new leaders engaged in, and are there the right number of activities? (3) recipients involved—With how many leaders do we allocate certain amounts of orientation time and activity? (4) reactions—How do volunteer leaders react to their orientation? (5) "KAS" change (change in knowledge, attitudes, and skills)—Which development are a consequence of orientation? (6) "practice" change—Do the attitudes, skills, and knowledge gained through orientation help the volunteer in working with 4-H participants? (7) results achieved—Do the volunteer roles help achieve ultimate aims with 4-H youth? Evaluation at the lower levels is meaningless without answers to higher evaluative questions. (KM)

**ED 073 371** AC 014 255

*Beusse, William E.*

Prediction of Participation and Achievement in the United States Armed Forces Institute (USAFI) General Educational Development (GED) Program.

Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.

Report No.—AFHRL-MD-TRM-23; OASD-MRA-MR-72-2

Pub Date Oct 72

Note—19p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-752 623, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Adult Education, Adult Education Programs, Armed Forces, Demography, Discriminant Analysis, \*Equivalency Tests, \*Participation, \*Prediction, \*Success Factors, Technical Reports

Discriminant function analyses were used to predict participation and achievement in the USAFI GED program. It was found that members of critical groups (non-participants and non-achievers) could be identified on the basis of demographic characteristics with a high degree of confidence. (Author)

**ED 073 372** AC 014 256

*Dunham, Alan D.*

Estimated Cost of On-the-Job Training to the 3-Skill Level in the Communications Center Operations Specialty.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Pub Date Jun 72

Note—35p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-753 093, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Enlisted Men, \*Estimated Costs, \*Military Training, \*On the Job Training, Technical Reports

Decisions concerned with the use of alternative Air Force training methods require several types of data. Among these are capacity to train, cost of the training, and quality of the trained airmen. The two methods of formal training in the Air Force are on-the-job training (OJT) and technical school training. The data currently being pro-

vided to decision makers for selecting the proper mix of these two training methods can be substantially improved. (Author)

**ED 073 373**

AC 014 257

*Siegel, Arthur I. And Others*

Some Techniques for the Evaluation of Technical Training Courses and Students.

Applied Psychological Services, Inc., Wayne, Pa. Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo.

Report No.—AFHRL-TR-72-15

Pub Date Feb 72

Note—148p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-753 094, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, Achievement Tests, Adult Vocational Education, Course Evaluation, \*Evaluation Techniques, Manuals, Military Training, \*Program Effectiveness, \*Technical Education

This handbook attempts to present methods, concepts, and considerations to be held in mind in planning and implementing a student measurement or training evaluation program. Techniques are presented, procedures are discussed, and computational examples are included. The text places principal emphasis on basic techniques, but certain more advanced approaches are also considered. (Author)

**ED 073 374**

AC 014 258

*Pask, Gordon*

Strategic Disposition Tests and the Influence of Learning Strategy on the Performance and Breakdown of Skills. Interim Scientific Report.

Systems Research, Ltd., Richmond (England). Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-2233

Pub Date 3 Nov 72

Note—21p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-752 634, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Learning, Adult Vocational Education, \*Aptitude Tests, Individual Differences, \*Learning Characteristics, Military Training, Psychological Patterns, \*Stress Variables, \*Task Performance, Technical Reports, \*Test Construction, Vocational Aptitude

The main effort during the reporting period was focused on Projects A and B of the research proposal. The aim of Project A is to develop strategic disposition tests for determining individual competence and preferred learning style. The aim of Project B is to examine the relationships between individual competence and performance on a task under conditions of stress as a function of type of training. (Author)

## CG

**ED 073 375**

CG 007 782

*Handley, Elizabeth J.*

Health Counseling for the Overweight Adolescent Girl.

Pub Date Aug 72

Note—126p.; Ph.D. Thesis, Walden University

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adolescents, Counseling, Counseling Effectiveness, \*Counseling Programs, Doctoral Theses, Eating Habits, Females, Health, Health Education, Health Programs, Health Services, Nutrition, \*Nutrition Instruction, \*School Health Services, Secondary School Students, \*Teacher Nurses

Identifiers—Obesity

This study was undertaken for the purpose of seeing how a health counseling program for overweight girls could be developed in a secondary high school setting. The study first reviews the health literature on obesity, surveys school nurse-teacher health counseling programs, and investigates relaxed community characteristics. The report on a six-month pilot health counseling program follows. It included a careful selection of 16 overweight girls and a control group. Nutritional education, retraining of eating habits, stimulation of diverse interests, and encouragement of physical activity formed the nucleus of the counseling

sessions. The results of the study showed an overall weight loss of 224 pounds among the 16 counseled girls in contrast to a weight increase of the 16 pounds among the 16 uncounseled group. An improvement in personal appearance, attitudinal realism about the weight problem, along with self-acceptance, were changes evident with the counseled group. The study shows that a thoroughly informed school nurse-teacher is in a strategic position to offer her expertise in assisting the student with a weight problem. (Author)

ED 073 376 CG 007 784

Hedl, John J., Jr.

Test Anxiety: A State or Trait Concept?

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Anxiety, \*Psychological Patterns, \*Psychological Studies, Research Projects, \*Stress Variables, Students, Student Testing, \*Testing, Testing Problems

The purpose of this experiment was to relate two bodies of research on anxiety: test anxiety, or anxiety proneness specific to the testing situation, and trait-state anxiety. The author hypothesized that state anxiety—\*anxiety not tied to any particular situation but aroused in "any" situation—should be highly related to test anxiety during a testing situation; and, on the other hand, that state anxiety aroused during a situation of minimal evaluative stress, such as a game, should be less closely related to test anxiety. A total of 60 students were tested in both situations: a game involving no explicit evaluative stress and administration of the Slosson Intelligence Test via computer, a situation of some evaluative stress. Measures of state anxiety were obtained before and after each of these situations. The results failed to confirm the hypothesis. Since the initial analysis indicated that test anxiety was not as responsive to situational stress as initially hypothesized, a succeeding analysis was conducted to determine whether test anxiety was more similar to the construct of trait anxiety. The results of this study showed that the test anxiety construct is not as responsive to situational stress as is the state anxiety measure. References are included. (Author/SES)

ED 073 377 CG 007 785

Hodge, Francis P., Ed.

A Workshop with Donald P. Hoyt: Uses of Appraisal and Measurement for the Improvement of Vocational Counseling.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Pub Date 72

Note—45p.; Paper presented at Institute on Man and Science (Rensselaerville, New York, May 10-12, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Conference Reports, Evaluation Methods, \*Evaluation Techniques, Higher Education, \*Learning Experience, Learning Processes, \*Measurement Techniques, Student Characteristics, Student Development, \*Student Evaluation, Symposia, \*Vocational Counseling, Workshops

This workshop report focuses on the necessity of broadening the base of evaluation in higher education and beginning to look at types of student development other than purely academic: their characteristics, strengths, weaknesses, goals, values, motivations, and most effective learning styles. The need for non-standardized measures occurs in two contexts. First, in helping students plan their future there is frequently a need for appraisal of special talents or inclinations beyond those concerned with academic background or potential. Second, is trying to determine the effectiveness of a given program—such as counseling method, teaching approach, or orientation program—standardized measures are seldom appropriate indicators of success. The workshop provided some principles underlying non-standardized appraisal techniques. The two principles essential for this individual, primarily non-academic appraisal are 1.) student self-appraisal, asking "him" what you want to know about "him," and 2.) prediction of future behavior by past behavior which resembles the future behavior. Both principles, the workshop leader felt, suggest the need for awareness of, or determination of, the environment where for a given individual learning experiences have most likely occurred. Practical applications of these principles

are included as examples from the workshop. References are included. (Author/SES)

ED 073 378 CG 007 788

Leviton, Dan

Education for Death, or Death Becomes Less a Stranger.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 72

Note—9p.; Paper presented at the 1972 American Psychological Association Convention, Honolulu, Hawaii, September 2-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Curriculum, College Students, Content Analysis, Counseling, Course Content, \*Course Descriptions, Curriculum, \*Death, Program Descriptions, \*Student Attitudes, Student Needs, Student Reaction, \*Suicide

The purpose of this paper is to describe 1.) the Death Education and Suicide Behavior course offered at the University of Maryland; 2.) the comments of the students both before and after the course as a means of determining any effect of the course; and 3.) some insights gained from teaching taboo topics such as human death and sexuality. The course syllabus includes the varied biological, psychoanalytic, and non-psychoanalytic theories of death; examination of the philosophical thought of the great eastern and western philosophers and religions; discussion of bereavement, mourning, and grief; exploration of suicidal behavior and the relationship between human sexuality and suicide; and study of the "socially-dead": the aged, ugly, handicapped, and other outcasts of society. The importance of small group discussions and individual counseling, in addition to the course lectures, is discussed, as well as the developmental stages which students enrolled in a death education class seem to evolve. Reactions of students to the course and initial reasons for wanting to take the course are also examined. References are included. (Author/SES)

ED 073 379 CG 007 794

Maslach, Christina

Social and Personal Bases of Individuation.

Report No.—TR-Z-08

Pub Date Jul 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, College Students, Doctoral Theses, \*Environmental Influences, Females, \*Individualism, Individual Psychology, Males, Personality, Personality Studies, \*Psychological Needs, \*Self Expression, Sex Differences, \*Social Values

The paper explores a behavioral paradox which occurs in everyday life: people try to make themselves different and stand out from others, but they also try to minimize their differences and be just like everyone else. The major hypothesis of the study states that people will work to individuate themselves when a positive event is forthcoming in the environment, but will work to deindividuate themselves in the face of an impending negative event. A second hypothesis, in which individuation is both the independent and the dependent variable, states that people who are already in a deindividuated state should have to work harder to make themselves stand out than people who already feel individuated, but should have to work less hard to make themselves anonymous. In contrast, people who are in an individual state should show the reverse pattern. The study also explores the hypothesis that males and females would use different techniques to call attention to themselves, as a result of previously learned sex roles. Subjects for the experiments were 80 university undergraduates; results are analyzed statistically while the ensuing discussion examines the outcomes of the study as they underscore the complexity of the individuation process. References are included. (Author/SES)

ED 073 380 CG 007 796

Miller, Thomas W.

Male Attitudes Toward Women's Rights as a Function of Their Level of Self-Esteem.

Pub Date Sep 72

Note—6p.; Paper presented at the 1972 American Psychological Association Convention (Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, \*College Students, \*Feminism, \*Males, Research Projects, \*Self Concept, Self Concept Tests, \*Self Esteem, Social Attitudes, Student Attitudes

Identifiers—Rosenberg Self Esteem Scale, Womens Liberation Questionnaire

The purpose of this research was to study the effects of men's attitudes toward the principles of the women's liberation movement as a function of their own self-esteem. The author hypothesizes that males found to have high levels of self esteem will have favorable and positive attitudes toward women's liberation while men with low levels of self esteem will oppose the principles of the women's rights movement. Male subjects for the study were chosen from five different college settings; a sixth sample of a non-college population was also included in the study. Subjects were first administered the Rosenberg Self Esteem Scale, followed by the Women's Liberation Questionnaire (WLQ). Findings from the study in general support the author's hypothesis; however, males who attend large, state, and non-religiously affiliated institutions were more approving of the principles of the women's liberation movement than those who attend small, religiously affiliated or private schools. The non-college sample compared most closely with the former group. References are included. (Author/SES)

ED 073 381 CG 007 798

Riedel, Marc Thew, Karen

Interpersonal Attraction and Machiavellianism: A Study of Roommate Pairs.

Pub Date 72

Note—28p.; Paper presented at 1972 American Sociological Association Convention (New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, College Students, Females, Human Relations, \*Interpersonal Relationship, Perception, \*Personality, Personality Theories, Research Projects, \*Social Background, \*Social Relations, \*Values

Identifiers—Allport-Vernon-Lindzey Scale of Values, College Student Questionnaire

The study attempts to test hypotheses derived from the model of interpersonal attraction suggested by Kerckhoff and Davis, who investigated the issue of need complementarity versus similarity in their longitudinal research upon couples who were engaged or otherwise seriously attached and who proposed that homogeneity in social attributes is instrumental in the early stages of the relationship, then value-consensus, and finally, need complementarity. The current study introduces a personality variable, Machiavellianism, which can differentiate between the proposals of Kerckhoff and Davis and those made in other research and which is also essential to evaluation of the former's model. The subjects sampled were well established female college roommate pairs. Age, year in college, and major field of study were used to determine similarity in social attributes. The Allport-Vernon-Lindzey Scale of Values and the College Student Questionnaire were selected in order to ascertain degree of value-consensus and also to assess accuracy of perception and assumed similarity. The Mach Scales were employed to indicate complementarity and to relate personality to perception data. Results are discussed in relation to the Kerckhoff and Davis formulation and to Machiavellianism. (Author/SES)

ED 073 382 CG 007 800

Staley, Edwin J., Ed. Miller, Norman P., Ed.

Leisure and the Quality of Life. A New Ethic for the 70's and Beyond.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—American Inst. of Planners, Washington, D.C.

Pub Date 72

Note—288p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$8.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Books, \*Conference Reports, Environmental Education, \*Environmental Influences, Environmental Research, \*Leisure Time, Physical Environment, \*Planning, Recreational Activities, Recreational Facilities, \*Recreational Programs, Social Factors



This book covers the national conference and consultation in Leisure and the Quality of Life held in the leisure-oriented, residential community of Rancho La Costa, California, in March of 1970. Cosponsored by the American Association for Health, Physical Education, and Recreation (AAHPER) and the American Institute of Planners (AIP), the conference explored the leisure dimension of our future environment and what it can contribute to improving the quality of life for all Americans in the next 50 years. More specifically, the consultation sought to understand the cumulative effect of leisure on the environment, to link professional and public opinion, to provide wider national participation in policy discussions, and to determine implications and directions for the major institutions of society. The conference plan was designed to include a variety of methods of presenting content material and to permit participatory involvement by all those attending. These delegates from 25 states and Canada represented a variety of disciplines and organizations; policy implications and national goals were seen from the viewpoint of government, industry, labor, social agencies, education, and the lay community. References are included. (Author/SES)

**ED 073 383** CG 007 805

*Wyant, Helen S.*  
**Student Perceptions: Family, Friends and Others.**  
State Univ. of New York, Buffalo. Univ. Research Office.  
Pub Date Jan 73  
Note—39p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Freshmen, \*College Students, Family Relationship, Longitudinal Studies, Marriage, Peer Relationship, Religion, Sexuality, \*Student Attitudes, Student Behavior, \*Student Characteristics, Student Teacher Relationship, \*Surveys, Values

The present study grew out of interviews conducted as part of a 10 year longitudinal study conducted by the State University of New York at Buffalo (SUNY/B). Begun in 1966, this report is one of 50 which have been published and distributed to the university community in order to provide information about students' backgrounds, expectations, perceptions, values, and experiences. It is hoped that this information can then contribute to greater understanding of students by faculty, staff, and other students and can lead to more informed decisions about University policies and programs. The present study explores in some detail the opinions of 240 freshmen entering SUNY/B in the fall of 1972. Topics examined are 1.) family relationships, the feelings and behaviors of parents toward students and of students toward parents; 2.) peer relationship and the importance of trust and confidence; 3.) heterosexual relationships, opinions about sexual intercourse and non-traditional living arrangements; 4.) marriage, divorce, and children; and 5.) the concept of God or some kind of life force. Tables are included with discussion of each of the five areas. (Author/SES)

**ED 073 384** CG 007 810

**Relationships Among Parent Ratings of Behavior Characteristics of Children. United States.**  
National Center for Health Statistics (DHEW), Rockville, Md.  
Report No.—DHEW-HSM-73-1603  
Pub Date Oct 72  
Note—57p; Vital and Health Statistics, Series 11, Number 121

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior, \*Behavior Development, \*Behavior Patterns, \*Children, Eating Habits, Family Relationship, \*Parent Attitudes, Participation, Peer Relationship, \*Psychological Patterns, Rating Scales, Research Projects, Responsibility, Sleep, Social Behavior, Tables (Data)

This report presents information on the interrelation of selected behavioral characteristics of children six to eleven years of age as obtained in the Health Examination Survey of 1963-65. Data were obtained from the parents on a self-administered medical history questionnaire and a more detailed supplemental medical history administered by a Survey field representative. From these data assessments were made of the extent of association among a number of behavioral variables: early behavior development, sleep-related behavior, eating habits and behavior, peer

relationships, abnormal fears, behavioral traits (temper and tension), degree of responsibility in the home, and participation in organized activities in and outside of school. The relationships among these aspects of children's behavior generally were of a low order of magnitude. However, some strong associations were found which reached statistical significance; where possible, comparisons were also made with findings from previous studies. Tables provide detailed data, and charts and tables accompany the text. Appendices include facsimiles of parts of the questionnaires used in the survey. (Author/SES)

**ED 073 385** CG 007 815

**Delinquency Prevention Through Youth Development.**

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.  
Report No.—DHEW-SRS-73-26013  
Pub Date 72  
Note—35p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Programs, Delinquency, \*Delinquency Causes, \*Delinquency Prevention, Delinquent Behavior, Delinquent Rehabilitation, \*Delinquents, \*Institutional Role, Publications, Social Change, Socially Deviant Behavior, \*Youth Programs

This publication discusses an emerging strategy for preventing delinquency and helping the youth of the United States. It is based on a reassessment of present public policies for dealing with youthful deviance, and on the development of new linkages between an understanding of what causes such activities and what can be done about them. The strategy itself focuses on institutional reform, without overlooking the importance of direct work with individuals and families. Provision of services to help prevent delinquency as well as rehabilitation of youth already in trouble with the law are stressed. The study points up the legitimate role which youth have to play and the fact that institutions must change to help provide those roles. The strategy further states that whenever possible troubled youth should be diverted from the juvenile justice system and furnished aid through community-based programs. The publication summarizes principles that are offered as guides in establishing programs of youth development and delinquency prevention. (Author/SES)

**ED 073 386** CG 007 818

*Barnabei, Fred*

**Determining the Effects of Three Counselor Verbal Responses on Client Verbal Behavior.**

Pub Date 71  
Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior, Behavior Patterns, Communication Skills, \*Counseling, \*Counseling Effectiveness, \*Counseling Theories, Counselor Performance, Counselors, \*Counselor Training, Research Projects, \*Verbal Stimuli

The purpose of this study was to determine the effects of indiscriminate use of counselor reflection, probe, confrontation, and free style on client behavior and client perceptions of counseling. The experiment was conducted at the University of Tennessee with 20 female volunteers from undergraduate education courses serving as subjects and four male and female graduate students in counseling and guidance acting as experimenters. While subjects were instructed to talk about any topic of their own choosing during the 40 minute counseling interview, the counsel counselors followed timed light cues and changed their verbal styles to include reflection, probe, confrontation, and free style. Results show that the indiscriminate use of counselor behavior does not have reinforcing effects on client verbal behavior; thus, training programs that enable the counselor to assess and evaluate his discriminations and their effects on client behavior need to be developed. Such programs would relate more to empirical evidence of client outcomes than to theoretical orientations and biases. (Author/SES)

**ED 073 387** CG 007 819

*Barnard, James D. And Others*

**Supervising Paraprofessionals: Performance-Related Feedback.**

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Na-

tional Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 72

Grant—OEG-3-7-070706-3118

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Feedback, Models, Nonprofessional Personnel, \*Paraprofessional School Personnel, Performance, Performance Factors, Supervision, \*Supervisors, \*Supervisory Activities, \*Supervisory Methods, Tutoring

Although increasing use of paraprofessionals to implement key program concepts has the advantage of increased availability and lower salaries, problems in maintaining acceptable levels of performance have also been reported. This study assessed the role of performance-related feedback on the work behavior of paraprofessional tutors in a remedial reading program. One randomly chosen tutor received publicly posted feedback each day on (1) degree of completeness with which one student's answers to comprehension-check questions were tutored; (2) accuracy with which that student's data sheet had been computed; and (3) time at which the first student's tutorial session had begun. The simple feedback package produced significant improvement in the measured level of the first two work-related behaviors, but not in the third. It was concluded that simple informational feedback and the objective measures of work performance on which it is based may be of considerable practical importance to supervisors in insuring satisfactory work performance by paraprofessionals in applied programs. (Author)

**ED 073 388** CG 007 820

*Biddle, Susan S. Moore, J. William*

**The Effects of Prior Conditioning to Expectancy Statements on Persistence and Persistence of Attention.**

Pub Date 73  
Note—30p.; Paper presented at annual American Educational Research Association Convention (New Orleans, Louisiana, February 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attention, Attention Control, Behavior, \*Behavior Change, Conditioned Response, \*Conditioning, \*Elementary School Students, \*Expectation, \*Persistence, Research Projects, Stimulus Behavior, Students

The purpose of this study was to demonstrate the feasibility of conditioning subjects to believe expectancy statements, and to demonstrate the effects of the conditioning on persistence and persistence of attention. A review of related research on suggestion, on cognitive dissonance, and on conditioning is included. The subjects for the experiment were first graders; the three dimensions of the factorial design were conditioning of expectancy, type of expectancy statement, and ability group. Two dependent measures were used: persistence and persistence of attention. Results show that significant differences were found between the conditioned-to-believe-low-expectancy group and the conditioned-not-to-believe-low-expectancy group on measures of persistence of attention; however, these differences were not in the hypothesized direction, suggesting that conditioning the subjects to an expectancy statement might have had more effect than avoidance of failure. References are included. (Author/SES)

**ED 073 389** CG 007 821

*Boutwell, Richard C.*

**Anxiety Interaction with Task Difficulty Levels, Memory Support, and Estimated Task Competency in a Concept Identification Task.**

Pub Date 72  
Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Anxiety, College Students, Feedback, \*Individual Characteristics, Learning Characteristics, \*Learning Processes, Literature Reviews, Memory, Performance, \*Personality, Personality Studies, Research Projects, Self Concept, \*Task Performance

The intent of this study was to determine the relationship of the independent variables of task difficulty and memory support for high and low anxious subjects on certain dependent variables: correct task performances, measured anxiety level, and self-estimated competency rating. A further purpose was to investigate the relationship of obtained scores and self-report of estimated accuracy under these treatments in order to

determine effects of anxiety level upon information feedback. The experimental findings of the study did not support the Spence-Taylor Drive Theory of disordered anxiety which proposes that competing response tendencies interfere with learner performance differential given a difficult task and an easy task; the author feels that what is needed to test the theory is a task which raises the anxiety for the high anxious subjects and not the low anxious subjects, or at least raises their anxiety level equally. The paper includes some review of the pertinent literature, graphs of the experiment's results, and references. (Author/SES)

ED 073 390 CG 007 822

*Brockhaus, Joyce P. And Others*  
**The Effect of a Training Program on the Empathic Ability of Psychiatric Aides.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-O-F-096

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Objectives, Educational Programs, \*Empathy, Health Personnel, Identification (Psychological), Program Descriptions, \*Psychiatric Aides, \*Psychiatric Services, Training, Training Objectives, \*Training Techniques

This study was designed to determine whether a training program which focuses primarily on interpersonal relationships, communication and observation skills, and knowledge and understanding of both one's own behavior and that of others would increase the empathetic ability of psychiatric aides. Two studies were conducted. A pilot study was done to develop the training program; a follow-up study was done for further evaluation and documentation of the program. At the conclusion of the training program, significant changes were observed in the empathetic level of those aides in the experimental group while the control group increased only slightly over the project period. The control group's improvement may have been due to interaction on the hospital wards with the experimental group. Although the increased empathy of the experimental group appeared to be more than temporary, the average ratings on empathy still did not reach the minimum facilitating level identified by Carkhuff. References are included. (Author/SES)

ED 073 391 CG 007 825

*Crutten, Edward J., Ed.*  
**A Look Toward Educational Redesign.**

Ohio State Dept. of Education, Columbus.

Pub Date 72

Note—60p.

Available from—Ohio Department of Education, Division of Planning and Evaluation, 65 South Front Street, Columbus, Ohio 43215 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Improvement, \*Educational Research, \*Relevance (Education), Research Projects, School Environment, School Improvement, \*Student Opinion, Student Reaction, Students, Surveys, Tables (Data), \*Young Adults

This report examines the Ohio schools from the perspective of students who have attended them. Whether they graduated or not, all young adults interviewed had attended their last year of school in Ohio at the time of the interviews. These 19 and 25 year olds were questioned regarding their high school experiences and the relationship of those experiences to their present and past activities. These opinions concerning the quality of Ohio high schools will, along with several other related studies, provide significant input into the future redesign of public education in Ohio. Additional information was gained through a mail survey of the parents of young adults interviewed. Use of hard data within the body of the report is minimal; charts and tables containing basic statistical information are included in the appendices to the report. (Author/SES)

ED 073 392 CG 007 828

*Ferinden, William E., Jr.*  
**Classroom Management Through the Application of Behavior Modification Techniques.**

Remediation Associates, Inc., Linden, N.J.

Pub Date 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Change, Behavior Development, Behavior Patterns, \*Behavior Problems, Books, \*Change Agents, Children, Classroom Environment, \*Operant Conditioning, Reinforcement, \*Student Behavior, Students, Teachers, Teaching Techniques

The primary aim of this book is to bring to the grade school teacher a survey of the most recent techniques and ideas of behavior modification which are applicable to good classroom management. All of the approaches and techniques presented could be of interest to teachers working at all grade levels. Since research has shown that the systematic application of behavior modification principles can bring about needed behavior change in educational settings, the teacher must assume the role of behavioral engineer and through the application of behavior modification techniques create a classroom atmosphere that not only leads to desired instructional outcomes but reduces the chances of a child learning inappropriate responses. Hyperactive, aggressive, negativistic, dependent, and withdrawn children are discussed as well as specialized techniques for handling these children: vicarious reinforcement, negative practice, self-monitoring behavior, behavioristic reviewing, behavioristic psychodrama, adjustment inventory, and the sociometric technique. References are included. (Author/SES)

ED 073 393 CG 007 831

*Frazier, Alexander, Ed.*  
**New Dimensions in Learning: A Multidisciplinary Approach.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 62

Note—105p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior, Behavior Patterns, \*Curriculum, Curriculum Research, \*Learning, Learning Characteristics, Learning Experience, \*Learning Motivation, Learning Processes, \*Learning Theories, \*Motivation, Publications, Student Motivation, Students

The papers, presented at the Sixth Curriculum Research Institute, represent an attempt to translate research findings in the behavioral sciences into educational practices with the hope of stimulating curriculum research and field study in school situations. Each of the papers included on this publication is directed toward examination of one of the three major forces that influence learning. This point of view recognizes that the physical organism, the society, and the psychological organization of a person are all determinants of learning. While the slow, orderly unfolding of the organism determines in large measure the timing of the learning tasks which an organism is capable of at any given moment, the social groups to which a person belongs and the accumulated meanings which together constitute a person's psychological organization are also major forces influencing the individual's learning and development. Each of the papers touches upon ways in which various factors influence the learning and motivation of students in the classroom; a teacher must be sensitive to these factors and make provision for them in designing appropriate learning experiences. References are included. (Author/SES)

ED 073 394 CG 007 832

*Gagne, Ellen D. Biddle, W. Barry*  
**The Cue Value of Adult Expectancy.**

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, \*Cues, \*Discrimination Learning, Elementary School Students, \*Expectation, Negative Reinforcement, Performance, Positive Reinforcement, \*Reinforcement, Reinforcers, Research Projects, Stimuli, Student Behavior, \*Students, Teacher Behavior

The purpose of the study was to test the discriminative cue hypothesis by attempting to train pupils to increase effort following a high expectancy condition and to reduce effort following a low expectancy condition. Fourth grade high-IQ low achievers were used as subjects in the study, because the authors felt that while they would

learn fast, they would not be as likely as high-IQ high achievers to have previously learned responses to expectancy conditions. The results of the experiment support the hypothesis that children can learn to behave differentially to different adult expectancies when the expectancies are followed by consistently different outcomes; thus the "discriminative cue" function proposed for expectancy conditions is supported. The study provides a valuable model for an analysis of teacher behavior, implying that many kinds of teacher statements and non-verbal cues may potentially serve as discriminative cues for children. Used positively, such cues can increase responding and even bring about initial responses in new situations. (SES)

ED 073 395 CG 007 833

*Gazda, George M., Ed.*  
**Proceedings of a Symposium on the Use of Group Procedures in the Prevention and Treatment of Drug and Alcohol Addiction.**

Georgia Univ., Athens. Georgia Center for Continuing Education.

Pub Date 72

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Alcohol Education, \*Alcoholism, Conference Reports, \*Drug Abuse, Drug Addiction, Drug Education, \*Group Activities, \*Group Counseling, Group Experience, Group Guidance, Health Education, \*Socially Deviant Behavior, Symposia

The theme of the fifth annual Symposium on Group Procedures was "The Use of Group Procedures in the Prevention and Treatment of Drug and Alcohol Addiction." Symposium participants included professionals in counseling; clinical, school, and educational psychology; psychiatry, and social work. In addition, invitations were sent to members of government, law enforcement, and the judiciary. The symposium consisted of the following sessions: a group therapy session; psychodrama intervention with drug addicts; behavior modification with alcoholics; a values-oriented approach to drug abuse prevention education; a game of confrontation with a view to changing the life style of the hard core addict; and the use of fantasy and gestalt therapy with drug addicts. (WS/Author)

ED 073 396 CG 007 834

*Gelso, Charles J.*  
**"Hey Wait a Minute, Let's Look at the Data!" The Effects of Recording on Counselors and Clients.**

Maryland Univ., College Park. Counseling Center.

Report No—RR-14-72

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Counseling, Counseling Effectiveness, Counseling Services, \*Inhibition, Phonotape Recordings, \*Tape Recordings

Early research on the effects of audio recording on counselors and clients found no adverse effects, particularly on clients. This research fostered a set of beliefs about recording which is now being extrapolated to the area of video observation. Recent research, however, does suggest that audio and, in particular, video recording has an inhibitory effect on clients and counselors. The nature of these effects on clients has been found to depend on several client characteristics. While recording is not as inhibitory as clients expect it to be, counselors tend not to be sensitive to the inhibiting effects that do occur in their clients. Implications of recent research for counselors are examined. (Author)

ED 073 397 CG 007 836

*Hannings, Robert B., Ed. And Others*  
**Forensic Psychology in Disability Adjudication: A Decade of Experience. Vocational Experts in the Bureau of Hearings and Appeals.**

Social Security Administration (DHEW), Washington, D.C. Bureau of Hearings and Appeals.

Pub Date [Jun 72]

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Court Litigation, Federal Laws, Government Role, \*Handicapped, Laws, Legal Problems, Legal Responsibility, \*Mentally Handicapped, \*Physically Handicapped, Psychology, \*Vocational Adjustment



The monograph has been arranged to offer the reader maximum insight into not only the role of the Vocational Expert, but his role when viewed as one factor interdependent with several others in the total context of the adjudicative process of the Social Security disability program. Emphasis is given to its genesis and evaluation, emphasizing the concept of forensic vocational psychology. The monograph presents a look at the Social Security disability program's history, problems which currently are being confronted, and plans for the future. Articles included cover medical reporting and evaluation, techniques of vocational testimony, and the vocational expert as perceived by the hearing examiner. Appendices contain a summary of the adjudicative process, a copy of the medical advisor contract, and information on the recruitment of vocational experts. (Author/SES)

ED 073 398 CG 007 838

Ivey, Allen E.

**The Clinician as Teacher of Interpersonal Skills. Let's Give Away What We've Got.**

Massachusetts Univ., Amherst. Human Relations Center.

Pub Date Jan 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Counseling, \*Counselor Role, Counselors, \*Counselor Training, Helping Relationship, Interpersonal Competence, \*Microcounseling, Models, Non-professional Personnel, \*Training, \*Video Tape Recordings, Volunteers

This article suggests that a major role for the practicing clinician is the teaching of his helping skills to those whom he would serve. Specifically, the paper describes microcounseling, a videobased system of teaching counseling or psychotherapeutic skills to counselors, clinical psychologists, and medical students. In addition, the method has proven equally effective in training paraprofessional counselors, parents as peer drug counselors, teachers, and the general lay public. Microcounseling is seen as a systematic program which enables the helping process to be taught directly and explicitly. It is a scaled-down sample of counseling in which the counselor, therapist, or lay trainee talk with volunteer clients during brief five-minute sessions which are video recorded. Microcounseling thus focuses on specific single skills and trainee learn quickly important aspects of the total helping process. Specific skills of microcounseling are outlined, illustrations of how methods may be used are presented, and implications of a teaching role for the professional psychotherapist are discussed. (Author/SES)

ED 073 399 CG 007 839

Kahn, Robert L., Zarit, Steven H.

**Evaluation of Mental Health Programs for the Aged.**

Pub Date Mar 73

Note—38p.; Paper presented at the Fifth Banff International Conference on Behavior Modification, March, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, \*Evaluation Methods, Evaluation Needs, Evaluation Techniques, Institutional Environment, \*Institutionalized (Persons), Institutions, Literature Reviews, Mental Health, \*Mental Health Programs, \*Older Adults, Patients (Persons), \*Program Evaluation, Psychiatric Services

This paper highlights what the authors believe are the important issues and directions of change in the evaluation of mental health programs. The rationale for such evaluation is twofold. First, it provides a scientifically rigorous method of determining the therapeutic efficacy of the treatment or program, and secondly, these results can exercise a feedback into the system, modifying the clinical operations. The major types of evaluation studies are considered: intra-institutional studies, effect of relocation from one institution to another, alternative treatments upon admission to institutions, and alternatives to institutionalization. Further issues considered include contented vs. angry patients, patient deterioration, and covert deterioration which is less obvious to the observer. It is considered that the best hope for the future is a comprehensive mental health system with many flexible alternatives, integration of community and institution, and continuity of care. Extensive references are included. (Author/SES)

ED 073 400

MacKenzie, John C. Manuel, Phil A.

**Career Development and Planning.**

Pub Date Nov 71

Note—57p.; Paper presented at the OSCA conference (Sudbury, Ontario, Canada, November, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Planning, Curriculum Guides, Decision Making, \*Guidance Programs, Guidance Services, High School Curriculum, Individual Development, \*Occupational Guidance, \*Program Descriptions, Secondary School Students, Self Actualization, \*Vocational Development

This developmental course in career planning is conceived as a voluntary class open to secondary school students who feel that they are ready to benefit from it. Its function, rather than serving the manpower needs of business and industry, is to assist students to become more aware of themselves as contributing individuals and of the many ways in which they can use their talents productively. Decision-making skills form an integral part of the course so that individuals can utilize the skills beyond the immediate task of career decision-making. The complex issue of work itself is also discussed; the three- and four-day week, high unemployment, and the welfare question are woven into the relevant course content. Nine topics are suggested for inclusion in this course to be offered by the Guidance Department; outlines, resources, and activities are available for most of them. Books, films, games, and kits are also included for the entire course. (SES)

ED 073 401

Mandell, Robert B.

**New Selection and Training Procedures for Counselor Training Programs.**

Pub Date Mar 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Admission Criteria, Affective Behavior, Audiovisual Aids, Competitive Selection, Counselor Qualifications, Counselors, \*Counselor Selection, \*Counselor Training, Criteria, \*Measurement Techniques, Models, Personnel Selection, Phonotape Recordings, Program Descriptions, Psychological Patterns, \*Selection

Traditional indices such as the Graduate Record Examination (GRE), grade point average (GPA), and various personality measures have been of limited value when used as selection criteria for counselor education programs. While these indices should not be eliminated, counselor educators need to establish more relevant selection criteria for their training program. One such criteria deserving exploration is potential effectiveness as a practitioner in the helping professions. The author presents here the outline of an instrument he has constructed which measures an individual's discriminative ability in identifying human emotional states. It consists of 45 audio tape segments, each of which expresses an emotional state which a viewer is asked to identify. Extensive reliability and validity procedures were performed and are reported. The author feels that the present instrument could be a positive step toward establishing greater compatibility between the selection criteria and the goals of the counselor education programs. Various uses by this instrument as a tool for training are discussed. (Author/SES)

ED 073 402

Moore, Bernice Milburn

**Juvenile Delinquency: Research, Theory, and Comment.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date Sep 58

Note—76p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior, Behavior Theories, \*Delinquency, Delinquency Causes, Delinquency Prevention, \*Delinquent Behavior, \*Delinquents, \*Literature Reviews, Personality Theories, Publications, School Responsibility, School Role, \*Socially Deviant Behavior

While this booklet on juvenile delinquency does not attempt a full review of the literature, it

CG 007 841

has been designed to further an understanding and appreciation of the social-psychological problems of deviant behavior. The booklet briefly covers the publicity which juvenile delinquency has been given in recent years, as well as the difficulties encountered in enumerating offenders. A third section provides information which might be useful in distinguishing normal and healthy rowdiness and buoyancy from behavior pathology. In addition, a resume of theoretical approaches to delinquency is included: psychoanalytic, identity diffusion and psychosocial moratorium, delinquent ego, normless or "anomie" behavior, differential association, and cultural transmission. Finally, the multiple roles which schools must play in the prevention of delinquency and in handling delinquents among their in-school population is examined. (Author/SES)

ED 073 403

Murray, Howard B. And Others

**The Effects of Locus of Control and Pattern of Performance on Teacher's Evaluation of a Student.**

Moorhead State Coll., Minn. Dept. of Education.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Teachers, \*Evaluation, Locus of Control, Personality, \*Personality Theories, Research Projects, \*Student Evaluation, \*Teacher Attitudes, \*Teacher Characteristics, Teachers

Identifiers—Rotter's 1966 I-E Scale

The study explores the effect of the teacher's personality on the evaluation of students. The personality concept applied here, internal vs. external control of reinforcement, has evolved out of Rotter's social learning theory; internals (I's) tend to feel that they control their own destiny while externals (E's) tend to see forces beyond their control as being factors which determine the occurrence of reinforcement. Female fourth, fifth, and sixth grade teachers were subjects for the experiment and were classified as internal or external on the basis of their scores on Rotter's (1966) I-E Scale. After observing a video-tape of a boy performing Crandall's (1963) angle-matching task in either an ascending or descending pattern, they evaluated him as to performance recall, performance prediction, intellectual quotient, and academic achievement. Both internal and external teachers exhibited a primary effect on performance recall. The findings suggest that teachers may be influenced more by a student's initial performance than by more recent performance on his part. (Author/SES)

ED 073 404

Palmo, A. J.

**The Use of Cases in the Evaluation of Three Counseling Approaches with Elementary School Children.**

Pub Date May 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Counselor Performance, Counselors, \*Elementary School Counseling, Elementary School Students, Elementary School Teachers, Evaluation, \*Group Counseling, \*Measurement Instruments, Measurement Techniques, \*Parent Teacher Conferences

Identifiers—CASES, Coping Analysis Schedule for Educational Settings

The purpose of the study was to explore the effect of parent and teacher consultation used in conjunction with group counseling on the classroom behavior of first, second, third, and fourth grade children. The instruments selected were in conjunction with the primary purpose of the study; the effect of various counseling approaches on children's classroom behavior. Thus, two instruments were chosen; one the teachers would use to evaluate the children's changes in behavior (Walker, 1968-Walker Problem Behavior Identification Checklist) and a second an objective classroom observer would use to rate children's behavior (Spaulding, 1968-Coping Analysis Schedule for Educational Settings (CASES)). The hypothesis that there would be no significant differences among Group Counseling/Parent-Teacher Consultation, Group Counseling, Parent-Teacher Consultation, and Control Group Procedures was not accepted. Results suggest that Parent-Teacher Consultation was the most effective strategy used in the modification of classroom behavior and that CASES was the most

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valid and accurate measure of behavior change. (Author/SES)

ED 073 405 CG 007 850

Pasow, A. Harry, Ed.  
Nurturing Individual Potential.  
Association for Supervision and Curriculum  
Development, Washington, D.C.  
Pub Date 64

Note—98p.; Papers and Reports from the As-  
sociation for Supervision and Curriculum  
Development Research Institute (7th)  
Available from—National Education Association,  
1201 Sixteenth Street, N.W., Washington, D.C.  
20036 (HC \$1.50)

EDRS Price MF-\$0.65 HC Not Available from  
EDRS.

Descriptors—Ability Identification, \*Creative  
Thinking, Divergent Thinking, \*Human Rela-  
tions, \*Individual Development, \*Individual  
Differences, Publications, Social Environment,  
\*Social Influences, Student Development, Stu-  
dents, Teaching Styles

The Curriculum Research Institute papers  
presented here draw upon the behavioral  
disciplines of psychology, psychiatry, and sociol-  
ogy to examine some aspects of factors affecting  
the nurturing of individual potential. Although  
content, scope, and sequence of learning oppor-  
tunities are central in individual development,  
other significant influences which have not yet  
been adequately explored by curriculum ex-  
aminers are covered here. Some of these areas  
of exploration include creative or divergent thinking  
abilities; the processes of teaching and the effects  
of teaching styles on the nature of student  
achievement; and the impact of the school and  
community social milieu on learning. The articles  
presented point to a more meaningful construct  
of the teaching-learning process and the educa-  
tors can begin to understand the ways school pro-  
grams ignore individual abilities, that groups of  
children are confronted with learning tasks which  
seem inappropriate for them, and that cultural  
and subcultural forces significantly influence  
pupil achievements. (Author/SES)

ED 073 406 CG 007 852

Reasons, Charles E.  
Dope, Fiends, and Myths.  
Pub Date Aug 72

Note—22p.; Paper presented at American  
Sociological Association's Annual Meeting  
(New Orleans, Louisiana, Aug., 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Drug Abuse, \*Drug Addiction,  
Government Role, \*Information Dissemination,  
Information Sources, Marijuana, \*Mythology,  
\*Narcotics, Public Opinion, Research Projects

Since the social reality of the drug problem has  
largely emanated from the diffuse conceptions of  
the drug user, an analysis of the history of the  
"dope fiend" mythology is presented in this paper  
in an attempt to assess the manner in which cer-  
tain publics are informed about the problem. A  
content analysis of drug-related imagery was  
made from three sources: the Reader's Guide to  
Periodical Literature, the International Index, and  
the Federal Narcotics Bureau's Annual Report.  
Articles indexed were listed under headings such  
as drug habit, opium habit, and narcotics addict;  
sources reflected popular, scientific, and vested  
interest perspectives. Results show that of the 29  
myths presented concerning the violent addict, 21  
are from the Bureau of Narcotics. The paper  
traces the "dope fiend" mythology from its ear-  
liest emergence and maintenance and points out  
that, while quantitative and qualitative variations  
are apparent for different sources and time  
periods, the imagery seems to have maintained a  
viability of its own. Tables and references are in-  
cluded. (SES)

ED 073 407 CG 007 853

Scott, William A.  
Values and Cognitive Systems.  
Spons Agency—National Inst. of Mental Health  
(DHEW), Bethesda, Md.  
Pub Date Jul 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beliefs, \*Cognitive Development,  
\*Cognitive Processes, \*Measurement  
Techniques, Perception, Personal Values,  
Research Projects, \*Thought Processes,  
\*Values

The author's approach to the conceptualization  
and measurement of natural cognitions which  
may have some relevance for the study of values  
is presented. Research on natural cognitions, or  
ideas entertained by people before an experi-  
menter comes along to disturb them attempts to  
assess pre-existing concepts which are grouped  
initially according to the domain of objects to  
which they refer. Features of the research strate-  
gy are examined and findings from studies con-  
ducted over the past ten years are cited briefly.  
The cognitive model and strategy of assessment  
are explored as they are relevant to the study of  
values; the present conception of value organiza-  
tion places the person's values within the general  
cognitive framework that he uses for understand-  
ing real objects and suggests that the subjectively  
absolute and universal qualities that characterize  
values may derive from the person's idealized in-  
terpretation of actually experienced contingen-  
cies. References are included. (Author/SES)

ED 073 408 CG 007 855

Waetjen, Walter B., Ed.  
Human Variability and Learning.  
Association for Supervision and Curriculum  
Development, Washington, D.C.

Pub Date 61

Note—96p.  
Available from—National Education Association,  
1201 Sixteenth Street, N.W., Washington, D.C.  
20036 (HC \$1.50)

EDRS Price MF-\$0.65 HC Not Available from  
EDRS.

Descriptors—Anxiety, Creativity, Curriculum  
Development, Effective Teaching, Group Rela-  
tions, \*Individual Differences, \*Learning,  
Learning Motivation, Motivation, Publications,  
\*Student Characteristics, Students, \*Student  
Teacher Relationship, Teachers, Teaching

This publication is a collection of papers and  
reports presented at the Fifth Curriculum  
Research Institute. The articles included reflect  
the Institute's position which recognizes that a  
teacher must know the child whom he is to teach;  
knowing the children's experiential background  
enables the teacher to alter the sequence of cur-  
riculum content and the pace of presentation. In  
addition, being aware of aspirations and self-con-  
ceptions of children suggests appropriate, effec-  
tive methods of evaluation. Papers on anxiety and  
motivation by Seymour Sarason and Richard Al-  
pert indicate ways in which certain psychological  
variables influence learning. Group relationships  
and individual uniqueness are explored in papers  
by Herbert Thelen and Ronald Lippitt. Calvin  
Taylor, a consultant to the Institute, discusses  
how creativity is apparent in the behavior of in-  
dividuals. The publication not only identifies  
selected aspects of human variability but it also  
explores their relationship to learning.  
(Author/SES)

ED 073 409 CG 007 907

Freyer, Dorothy A. Klausmeier, Herbert J.  
Modeling as a Technique for Promoting Class-  
room Learning and Prosocial Behavior.  
Theoretical Paper No. 39.

Wisconsin Univ., Madison. Research and  
Development Center for Cognitive Learning.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Research and Development  
Centers Branch.

Bureau No—BR-5-0216

Pub Date Oct 72

Contract—OEC-5-10-154

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, \*Imitation,  
\*Learning, \*Learning Activities, Learning  
Processes, \*Models, Motivation, Teaching  
Models

Research has shown that a behavior may be  
acquired through observing and imitating a  
model. A behavior which has already been  
acquired may be inhibited, disinhibited, or  
elicited by observing and imitating. A definition  
of imitation is given, and the effects of imitation  
on learning and performance are summarized.  
Research on factors which affect imitation is  
reviewed. These factors include the charac-  
teristics of the model, the characteristics of the  
observer, and the consequences of the behavior  
to the model and to the observer. Research on  
imitation of cognitive skills, subject matter  
knowledge, and prosocial behavior is also  
reviewed. Finally, techniques are outlined for the

use of modeling to facilitate classroom learning  
and motivation. (Author)

ED 073 410 CG 007 908

Klausmeier, Herbert J. And Others  
Levels of Concept Attainment and the Related  
Cognitive Operations. Theoretical Paper No. 40.  
Wisconsin Univ., Madison. Research and  
Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Research and Development  
Centers Branch.

Bureau No—BR-5-0216

Pub Date Nov 72

Contract—OEC-5-10-154

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, \*Cognitive  
Development, \*Concept Formation, \*Learning  
Theories, Thought Processes

This paper is a refinement of a model of con-  
ceptual learning and development presented ini-  
tially as the Presidential Address to Division 15,  
Educational Psychology, of the American  
Psychological Association in September 1971 at  
Washington, D.C. Thus it supersedes the initial  
formulation in explicitness and detail. This paper  
explains the nature of concepts with which the  
model deals. An overview of the model is  
presented which indicates that concepts are at-  
tained at four successive levels, concrete, iden-  
tity, classificatory, and formal. It further explains  
how concepts attained at the classificatory or for-  
mal level may be used. The cognitive operations  
essential for attaining concepts at each of the  
successive levels are indicated. The role of lan-  
guage in the attainment of concepts is examined.  
The various internal and external conditions of  
concept learning are indicated. The research and  
theory on which the model is based are  
presented. (Author)

ED 073 411 CG 007 909

Levin, Joel R.  
Treatment by Age Interactions: The Problem and  
a Solution. Theoretical Paper No. 41.

Wisconsin Univ., Madison. Research and  
Development Center for Cognitive Learning.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Research and Development  
Centers Branch.

Bureau No—BR-5-0216

Pub Date Nov 72

Contract—OEC-5-10-154

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Age, \*Age Differences, Analysis of  
Variance, \*Educational Research, Interaction,  
Research, Research Methodology, \*Research  
Problems, \*Statistical Analysis

This report presents the problem and a solution  
to the treatment of students by age interactions.  
It considers the plight of an educational  
researcher who wishes to demonstrate that a par-  
ticular treatment effect changes from age to age.  
In analysis of variance language, he is seeking a  
treatment by age interaction. The report presents  
a rationale for considering treatment by age in-  
teractions in a relative rather than in an absolute  
sense. The problem considered is, "How can the  
interaction question be answered when treatment  
differences at one age level are based on a dif-  
ferent variability from those at another age  
level?" An appropriate data transformation is  
derived that enables a researcher to interpret  
such interactions statistically. (Author/WS)

ED 073 412 CG 007 910

Swanson, James Edward  
The Effects of Number of Positive and Negative  
Instances, Concept Definition, and Emphasis of  
Relevant Attributes on the Attainment of Three  
Environmental Concepts by Sixth-Grade Chil-  
dren: Report from the Conditions of Learning  
and Instruction Component of Program 1.

Technical Report No. 244.  
Wisconsin Univ., Madison. Research and  
Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Research and Development  
Centers Branch.

Report No—TR-244

Bureau No—BR-5-0216

Pub Date Nov 72

Contract—OEC-5-1-154

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58



**Descriptors**—Concept Formation, \*Concept Teaching, Elementary Education, Environment, Environmental Criteria, \*Environmental Education, Social Factors

Three main studies were conducted to determine the effects of certain independent variables (number of positive and negative instances, presence or absence of a concept definition specifying the defining attributes, and presence or absence of emphasis of relevant attributes) on the learning of environmental concepts. Sixth-grade children who participated in the experiments each read a series of three printed lessons and took four tests dealing with the concepts population, habitat, and community. Five dependent measures were used to assess concept attainment: recognition of new concept instances and non-instances, overgeneralization, undergeneralization, recognition of the concept definition, and knowledge of interrelationships among concepts. Results included: (1) presenting examples and non-examples in a rational teaching set promoted correct classification of unencountered instances; (2) removal of negative instances from the rational teaching set resulted in significant overgeneralization; and (3) providing a concept definition with the rational set of 3 or 4 instances and 3 or 4 non-instances was not more effective in promoting concept learning than providing the rational set alone. (Author/SK)

**ED 073 413** CG 400 073

Walz, Garry, Ed. *And Others*  
**Communique: Resources for Practicing Counselors, Volume 2, No. 5.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2487

Pub Date Mar 73

Contract—OEC-3-6-00248701579(010)

Note—8p.

Available from—ERIC/CAPS, School of Education Room SEB 2108, Ann Arbor, Michigan 48104 (\$0.75 per copy and \$3.75 for ten issues)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Drug Education, Information Sources, \*Publications, \*Research, \*Resources, \*Student Behavior, Student School Relationship

This issue of Communique has its lead article on campus unrest and its resolution in schools of changing ethnic composition. It also contains a description of a drug program which utilizes a puppet show. The regular features of the publication include write-ups on current happenings in the counseling field in addition to research abstracts from journals and dissertations. (WS)

## CS

**ED 073 414** CS 000 331

Gage, Thomas

**The Reader As Performer.**

Pub Date 71

Note—15p.; Paper presented at the Annual Convention of the National Council of Teachers of English (61st, Las Vegas, November 1971)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Affective Objectives, Creative Teaching, Elementary Education, \*English, Literature, Literature Appreciation, \*Reading, Reading Instruction, Recreational Reading, Secondary Education, \*Student Centered Curriculum, Student Interests, \*Student Motivation

This paper argues that there has been an overemphasis among reading and English teachers on the role of diagnosis, prescription, and testing for mastery of isolated skills. The result has been a short-term profit of increased scores on posttests, but a long-term sacrifice of students who are eager to read. The author suggests that the best method of teaching reading is to encourage children to trust their own responses to what they read. Rather than a managerial technique of reading instruction, an affective approach, stressing the importance of student reading motivation, is proposed. Reading should be taught as a kinetic experience—the teacher should not ask what a word or sentence means, but what it does. Reading, then, is a language sensitizing

experience. Literature teaching should emphasize the interrelations between life and literature; it should not regard a literary work as an object to be studied, but rather as a process to be experienced. The author concludes that in order to excite a student to perform more actively in his reading, teachers must encourage curiosity in the student, rather than overemphasizing his ability to make sophisticated judgments. (Author/DI)

**ED 073 415** CS 000 335

**Inventory of Projects and Activities in Reading and English No. 4.**

Center for Applied Linguistics, Washington, D.C.

Pub Date Sep 69

Note—59p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Applied Linguistics, Audiovisual Aids, Beginning Reading, Descriptive Linguistics, \*English Instruction, Information Centers, \*Information Sources, Nonstandard Dialects, Reading Instruction, \*Reading Programs, Remedial Reading, \*Research Projects, \*Test, Test Construction

As part of an effort to help coordinate information flow (and thus, future research activities), this fourth Inventory of Projects and Activities in Reading and English continues to report (1) action programs seeking to exploit advances in linguistic science and related fields, (2) projects seeking to explore ways of handling the special language problems of speakers of nonstandard varieties of English, (3) school-based comparative studies, many of which deal with methods, materials, and test instruments used in teaching beginning and remedial reading, (4) studies of language arts and English curricula with a view to modification or revision, (5) materials and test construction projects, and (6) projects to exploit audiovisual aids. Desired information can be retrieved by state, level of instruction, topic, and an alphabetical listing of investigators. Appended are the TENL Directory of Information Sources and a listing of reading programs recently funded by Title III of the Elementary and Secondary Education Act. (HS)

**ED 073 416** CS 000 336

**Evaluation of the Mobile Learning Centers in Minneapolis Secondary Schools 1970-1971.**

Minneapolis Public Schools, Minn.

Report No.—R-C-70-41

Pub Date Jan 72

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Mobile Classrooms, Programed Instruction, \*Reading Comprehension, Reading Improvement, \*Reading Instruction, Reading Level, \*Secondary Education, \*Teaching Machines, Vocabulary Development

Self-teaching machines housed in trailer-classrooms were used to help 400 high school students improve their reading skills. The students, who were one or more years below grade level in reading skills at the start of the project, made positive gains in vocabulary and comprehension; progress was from two to six times that which was expected based on previous achievement. Gains were measured by the Gates-MacGinitie Reading Test. The project used 32 TV-like teaching machines housed in two mobile units servicing four schools. The objectives were to raise reading levels in comprehension and vocabulary by one year in 80 hours of instruction. Although students operated the machines and tested their own progress by themselves, a certified reading teacher and aide were available for assistance. It was recommended that the project be continued, that only the comprehension section of the Gates-MacGinitie test be used for evaluating gains and that a controlled study be set up to investigate the effects of rewards on student achievement. (Author/DI)

**ED 073 417** CS 000 337

Koenke, Karl

**The Roles of Pictures and Readability in Comprehension of the Main Idea of a Paragraph.**

Pub Date 68

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, February 1968)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Developmental Reading, \*Elementary Grades, Grade 3, Grade 6, \*Illustrations, \*Reading Comprehension, \*Reading Materials, \*Reading Research, Reading Skills

The purpose of this study was to determine whether statements of the main idea of a paragraph made by elementary school children could be enhanced if a content relevant picture accompanied the paragraph or if simplification of the paragraph was undertaken. One hundred and ninety-two subjects were selected from among the third and sixth grade students attending nine public elementary schools. The subjects were asked to state the main idea of each of three paragraphs either accompanied or not accompanied by content relevant pictures. The various reading conditions were paragraphs alone, paragraphs and pictures with no direction to view the picture, paragraphs and pictures with minimum direction to view the picture, and paragraphs and pictures with maximum direction to view the picture. The three paragraphs developed for each of the three main ideas were four sentences long. The results indicated: (1) the analysis of variance did not reveal significant differences between responses of boys and girls, irrespective of grade, or among the reading conditions; (2) the addition of a content relevant picture to a paragraph with or without direction to use it did not enhance either third or sixth graders' main idea statements; and (3) the simplification of the paragraphs did lead to higher scale ratings for both third and sixth graders. (WR)

**ED 073 418** CS 000 339

Swalm, James Cox, Gordon

**A Content Approach to Reading Skill Development for Special Admit Freshmen in a Four Year College.**

Pub Date 71

Note—14p.; Paper presented at the National Reading Conference Convention, Tampa, Florida, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Adult Reading Programs, \*College Students, Content Reading, Reading Achievement, Reading Comprehension, \*Reading Development, Reading Improvement, Reading Instruction, Reading Programs, \*Reading Skills, \*Study Skills

Reading programs for special admit college students were developed and included 13 skills: reading for main ideas and supporting details, noting sequence and development of main ideas and supporting details, developing flexibility in reading, underlining, summarizing, synthesis of several sources, critical reading, comparison and contrast of ideas, note taking, study reading techniques, preparation and taking of exams, development of research and term papers, and organization for study. In selecting the content for the course, articles and books were analyzed for interest level, the skills needed for understanding, and the skills that could be illustrated and taught through the material. The readability level for all the material was also determined. An evaluation of the program was conducted by comparing the pre- and posttest results of the comprehension section of the Nelson-Denny Reading Test. The results indicated the students improved between pre- and posttesting. Group 1, the slower moving strand, improved an average of over two and one-half years, and group 2 showed an improvement of over three years. This growth was significantly more than normally expected for a semester's course in reading improvement. (WR)

**ED 073 419** CS 000 340

**[A Summary of Reading and Mathematics Tests for Grades 1-9 and 11 for the District of Columbia Public Schools.]**

District of Columbia Public Schools, Washington, D.C.

Pub Date Dec 72

Note—176p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Elementary Grades, Mathematics, Reading Readiness Tests, Reading Tests, \*Secondary Grades, \*Testing, \*Testing Programs, \*Urban Areas

This paper presents a summary of the results for the Washington, D.C., public schools of the Metropolitan Readiness Test for grade 1; of the Reading and Mathematics Tests of the Comprehensive Tests of Basic Skills for grades 3 through 9; of the Reading and Mathematics test of the California Achievement Tests for grade 2; plus a summary of the results of the Reading and Numerical Competence Tests of the Stanford Achievement tests, High School Basic Battery,

which were administered to eleventh grade vocational high school students. (WR)

**ED 073 420** CS 000 343

Ransom, Grayce A., Ed.  
Evaluation of Teacher Education Programs in Reading: A Proposed Checklist.

International Reading Association, Newark, Del.  
Pub Date 73

Note—64p.; Prepared by the IRA Committee on Evaluation of Teacher Education Programs in Reading

Available from—International Reading Association, 6 Tyre Avenue, Newark Del. 19711 (\$1.50 non-member, \$1.00 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Evaluation, \*Program Evaluation, Reading, \*Reading Instruction, \*Reading Programs, \*Teacher Education, Teacher Education Curriculum, Teacher Educators

This sample checklist for teacher education programs in reading is intended to aid colleges and universities in self-evaluation and to aid others rating an institution's teacher-training activities in the area of reading. The checklist specifies the different program modules in the education of reading specialists. The competencies designated for all of the program modules constitute a checklist of a program's strengths and weaknesses. The checklist is flexible enough to be adapted to a variety of programs. It has also been designed to aid "outside" evaluation as well as self-evaluation of programs. Reading teachers, teacher-trainers, prospective reading teachers, and administrators of reading programs may use this list to evaluate the competence of their work in preservice and inservice activities. People in fields tangential to reading education may also use the list to gain an overview of this subject. (Author/DI)

**ED 073 421** CS 000 348

Atkinson, R. C. And Others

Instruction in Initial Reading Under Computer Control: The Stanford Project. Technical Report No. 158.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-158

Pub Date 13 Aug 70

Note—44p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Beginning Reading, \*Computer Assisted Instruction, \*Elementary Education, \*Individualized Instruction, Instructional Media, Language Arts, Letters (Alphabet), Phonics, Programmed Instruction, Reading Comprehension, \*Reading Instruction, Reading Readiness, Sight Vocabulary, Spelling Instruction

This study describes a program designed at Stanford University in the computer-assisted instruction (CAI) of reading, which has been used by children in kindergarten through grade three. The program is an adjunct to classroom instruction, stressing the decoding aspect of reading and leaving the communication aspect to the teacher. The report presents the rationale for the program; a description of how individualized instruction is affected by the program; a discussion of the various strands in the program—reading readiness, letter identification, sight word vocabulary, spelling patterns, phonics, comprehension, and language arts; a description of the digitized audio system of the program; a discussion of how CAI can be scheduled with other class activities; and a discussion for the teacher of how to read the computer's reports of the students' progress. The authors conclude that CAI can free the teacher for more creative types of instruction and that this program is a feasible and economical way to raise the national level of reading. (Author/DI)

**ED 073 422** CS 000 360

Fuller, Renee And Others

Reading Comprehension and Intelligence: A Fallacious Correlation?

Pub Date Sep 72

Note—50p.; A Symposium presented at Annual Meeting of the American Psychological Association (80th, Honolulu, September 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Intelligence, Kinesthetic Methods, \*Learning Modalities, \*Mentally Handicapped,

\*Reading Instruction, \*Remedial Reading Programs, Tactile Perception

Identifiers—\*Fuller Reading System

Four papers detailing the Fuller Reading System and its successful use with low-IQ subjects and one paper discussing the System and the results of using it are presented in this collection. The subjects were 23 residents of Maryland's principal institution for the retarded. They ranged in age from eleven to 51 years and in Stanford-Binet IQ from 33 to 72. Daily five-to-twenty-minute teaching sessions for one year resulted in all subjects being able to read at the third grade level as measured by the Spache readability formula. The Fuller Reading System consists of simplified alphabet learning based on the distinctive features of each letter; the most common phonic sound as the name for each letter; an auditory, visual, kinesthetic, and tactile approach; and action-oriented space odysseys as reading content. Dr. Fuller poses a number of questions about what intelligence is and the high positive correlation between IQ measures and predictability of school performance. The discussant, Dr. Sam Glucksberg, also questions the accepted relationship between measured intelligence and reading comprehension, citing prominent twentieth century research on several sides of the issue. (TO)

**ED 073 423** CS 000 362

Remedial Reading: A Mediagraphy of Selected Educational Recordings on the College Level.

State Univ. of New York, Albany. Center for Educational Communications.

Pub Date 70

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, \*Bibliographies, \*Junior College Students, \*Phonograph Records, Remedial Reading, \*Remedial Reading Programs

The mediagraphy, a new concept in storing and transmitting information, is a listing of sources of data relating to a particular subject area. In addition to written works, a mediagraphy may include nonbook materials. This mediagraphy lists 60 sets of educational recordings available for remedial reading programs at the two-year community college level. Some programs which were originally produced for upper-level high school courses are also included. Entries are arranged alphabetically with format, length, latest catalog price, producer/author, distributor/publisher, date of production, a brief description, and keywords to locate specific approaches and areas of concentration given for each entry. Also included in this mediagraphy are an index to the individual titles arranged by key word and a listing of the addresses of the producers and distributors of the educational recordings. (Author/TO)

**ED 073 424** CS 000 364

Friedlander, Bernard Z. de Lara, Hans Cohen

Receptive Language Anomaly and Language/Reading Dysfunction in "Normal" Primary Grade School Children.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date Jan 73

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audiolingual Skills, Elementary School Students, Evaluation Techniques, \*Language Handicaps, Language Patterns, \*Linguistic Competence, \*Listening Skills, \*Reading Difficulty

Although receptive language organization is the foundation of all linguistic development, the evaluation of children's performance in listening to extended streams of speech is not a significant aspect of present methods of assessing children's language and reading capability. In repeated individual test sessions, 44 normal children in suburban primary school registered their listening preferences for either the natural soundtrack or an electronically processed unintelligible soundtrack accompanying selected segments of "Sesame Street" programs. Thirty-three of the children decisively rejected the unintelligible TV soundtracks. The remaining eleven children each spent as many as 30 minutes viewing TV programs with garbled, distorted soundtracks, although clear soundtracks were easily available. Each of the nonselective listeners also showed patterns of mild to moderate language and reading dysfunction in the classroom. These data con-

firm other studies in suggesting that approximately 25 percent of presumed normal children manifest unrecognized anomalies of selective language listening. These results strongly suggest the importance of including systematic evaluation of speech-stream receptive language functioning in language and reading assessment. (Author/TO)

**ED 073 425** CS 000 365

Acosta, Robert, Comp. Lindsay, Marie R., Comp.

Miller-Unruh Reading Workshop Highlights, 1970-1971.

California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date 71

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Creative Dramatics, Individualized Instruction, \*Inservice Programs, Leadership Responsibility, Poetry, \*Primary Grades, \*Reading Difficulty, \*Reading Instruction, Reading Programs, Reading Skills, Remedial Reading Programs, Specialists, Student Needs, Testing

Identifiers—\*Miller Unruh Reading Program

In 1965 the Miller-Unruh Act enabled the Bureau of Elementary and Secondary Education to provide inservice conferences and workshops for specialist teachers to aid in the prevention and correction of reading difficulties for pupils in grades 1, 2, and 3, and to move toward getting the specialist "out of the remedial room and into the classroom." This booklet presents important points made by those invited to participate as main speakers at each of the regional workshops held in California during 1970-71. It also presents ideas on methods and instructional techniques for supplementing reading instruction by specialist teachers who participated as session leaders. Topics for the keynote addresses include: (1) the role of Miller-Unruh specialists in a total reading program, (2) establishing meaningful communication as leadership function, (3) basic learning modes, (4) individualized reading instruction, (5) the use of poetry for reading instruction, (6) stimulating interest in reading through creative dramatics, and (7) positive uses and supplementation of state testing. Specialist teachers' suggestions are grouped under three major headings: identifying and compensating children's needs; developing listening, speaking, writing, and reading skills; and implementing and evaluating Miller-Unruh programs. (HS)

**ED 073 426** CS 000 366

Diagnostic Tests in Reading: An Annotated Bibliography.

New York State Education Dept., Albany. Bureau of Pupil Testing and Advisory Services.

Pub Date Mar 70

Note—61p.; Revised Edition

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, Reading, \*Reading Diagnosis, \*Reading Tests, \*Test Reviews, \*Test Selection

This publication lists and describes diagnostic reading tests available from United States publishers. Critical reviews by outside experts are included and supplemented by the compiler's comments. The external reviews are abstracted from "The Mental Measurements Yearbooks," edited by O. K. Buros, and cited by Yearbook edition and entry number. The introductory material serves two purposes: (1) to outline some considerations to be followed in selecting diagnostic tests and (2) to provide background for the understanding of technical information provided in test manuals and reviews. (Author/TO)

**ED 073 427** CS 000 369

Literature and Learning to Read. Proceedings of the Annual Reading Conference of the Curriculum Research and Development Center, Indiana State Univ. (2nd, Terre Haute, June 21-22, 1972).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Nov 72

Note—79p.

Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State Univ., Terre Haute, Indiana 47809 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—Creative Dramatics, Critical Reading, Individual Needs, \*Literature, Literature Appreciation, Negro Literature, Reading Games, \*Reading Instruction, \*Reading Materials, Student Developed Materials, Student Motivation, \*Teaching Techniques

The papers for this proceeding reveal a variety of techniques and ideas for enhancing reading through literature. Lyman C. Hunt in "Literature and Learning to Read" discusses beginning reading instruction and some mistakes teachers commonly make, and reminds teachers that the primary objective should be to encourage reading and help the student realize self-improvement. Jean B. Sanders in "Black Literature for Children and Adolescents" encourages the use of good juvenile books with black characters. Elizabeth Weller in "To Each His Own Book" urges teachers to help children find reading materials based on their own choice and taste. Patricia M. Brown in "From Games to Books" discusses the use of reading games designed to help children overcome their reading problems. Francis I. Williams in "Uplight: Competition Time" discusses how to help students become "book-curious." Louise P. Clark in "How Rich Is Their Reading?" discusses the art of critical reading. Bernice J. Mayhew in "Book Making for Budding Authors" describes in detail how children can publish their own books. Finally, Harriet W. Ehrlich in "Creative Dramatics in the Language Arts Curriculum" suggests the establishment of an atmosphere that nurtures creativity and imaginative thinking. (HS)

ED 073 428 24 CS 003 377

Arnold, Richard D.

A Comparison of the Neurological Impress Method, the Language Experience Approach, and Classroom Teaching for Children with Reading Disabilities. Final Report.

Purdue Research Foundation, Lafayette, Ind. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-E-023

Pub Date Jun 72

Grant—OEG-5-71-0027(509)

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Language Experience Approach, \*Reading Difficulty, Reading Instruction, \*Reading Research, \*Remedial Reading, Remedial Reading Clinics, Remedial Reading Programs, Tutoring

Identifiers—\*Neurological Impress Method

This study investigated the effectiveness of the neurological impress method (NIM), the language experience approach (LEA), and classroom teaching as remedial reading treatments for disabled readers. Subjects referred to the Purdue Reading Clinic were screened to determine whether they met criteria for the study and were randomly assigned to the NIM, LEA, or control (classroom teaching) treatment. Tutors were also randomly assigned to either the NIM or LEA treatment. They were trained in the experimental and other instructional methods and were supervised in their use of remedial procedures. Reading progress during one semester or summer session was measured with oral and silent reading subtests. An analysis of covariance revealed that for all twelve reading measures no statistically significant differences were found among treatment groups. Growth in reading, however, was evidenced in all treatment groups. (Author/TO)

ED 073 429 CS 003 383

Southgate, Vera

Beginning Reading.

Pub Date 72

Note—162p.; Published by Univ. of London Press Ltd.

Available from—Lawrence Verry, Inc., Mystic, Connecticut 06355 (\$6.50)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Early Reading, \*Initial Teaching Alphabet, Reading Development, \*Reading Instruction, Reading Materials, Reading Research

Identifiers—\*British Infant School

From among the papers the author has presented at various conferences and the articles she has written for different journals, nine were selected to form this book. They are all concerned with beginning reading, and each forms a chapter of the book. Chapter one, "Approaches to Beginning Reading in Great Britain," discusses

background factors, beginning reading in practice, and the results of approaches to beginning reading. Chapter two, "Selecting an Approach to Teaching Reading," deals with teachers' interest in new approaches, criteria for judging new approaches, and deciding if a new approach is necessary. Chapter three, "The Importance of Structure in Beginning Reading," addresses reading in progressive infant classes and the need for structure. The arguments for and against early reading instruction are presented in Chapter four, "Early Reading." Part Two of the book, chapters five through eight, is concerned with the augmented alphabet and with i.t.a. Chapter nine, "Formulae for Beginning Reading Tuition," discusses terminology, reading progress, and implications for future research. (WR)

ED 073 430 CS 003 384

Hunt, Lyman C., Jr., Ed.

The Individualized Reading Program: A Guide for Classroom Teaching. Proceedings of the Annual Convention of the International Reading Assn. (11th, Dallas, May 4-7, 1966).

International Reading Association, Newark, Del.

Pub Date 67

Note—79p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.75 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Individualized Reading, Language Arts, \*Reading, Reading Diagnosis, \*Reading Instruction, \*Reading Materials, Reading Programs, Reading Research, Reading Skills

This publication is designed to aid teachers and school personnel who are seeking ways to individualize reading instruction. The chapters include: "The Individualized Reading Program: A Perspective" by Lyman C. Hunt, Jr.; "Initiating the Individualized Reading Program: Various Transitional Plans" by Lorraine Harvilla; "The Conference in IRP: The Teacher-Pupil Dialogue" by Jeannette Veatch; "Classroom Organization: Structuring the Individualized Reading Period" by Jeannette Veatch; "Individualized Reading: Focus on Skills" by Marie Kupres; "Individualized Reading and Creative Writing" by Patrick Groff; "Evaluation for Pupil Effectiveness" by Donald Carline; "Evaluation for Program Effectiveness" by Donald Carline; "Developing and Supervising an IRP on a School-Wide Basis" by Russell R. Ramsey; and "Of Stars and Statistics" by Harry W. Sartain. (WR)

ED 073 431 CS 003 386

Walden, James D., Ed. Smith, Carl B., Ed.

Diagnostic Teaching for Reading and Language. [Proceedings of the 1971 Elementary Language Arts Conference.]

Indiana Univ., Bloomington. School of Education. Pub Date 72

Note—92p.

Available from—School of Education, Education Building, Indiana University, Bloomington, Ind. 47401 (\$1.75)

Journal Cit—Viewpoints; v48 n1 p1-92 Jan 1972

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Individualized Reading, \*Language Arts, Motivation, Reading, \*Reading Diagnosis, Reading Improvement, \*Reading Instruction, \*Reading Materials

Eight papers presented at the conference for elementary language arts and reading teachers at Indiana University are presented in this bulletin. The papers have been organized to parallel the order of their presentation: "Using Beginning Reading Materials to Individualize" by Theodore Clymer; "Oral Language Misuses" by Kenneth Goodman; "Diagnostic Teaching: Implications for the Administrator" by Leo Fay; "Composition: Product or Process" by James Walden; "Accountability in Language Arts Teaching" by Carl Smith; "Reading Motivation Needed: Some Indirection" by Michael Flanigan; "Recipe for Teaching the 'Unteachables' to Read" by Mildred Freeman; and "Children, Books, and Diagnostic Teaching" by Shelton Root. Introductory and concluding statements have been added by Carl Smith and James Walden, co-directors of the conference and co-editors of this publication. (Author/WR)

ED 073 432 CS 003 389

Kratoville, Betty Lou

Listen, My Children, and You Shall Hear. (Book 2).

Pub Date 73

Note—96p.

Available from—The Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—\*Auditory Perception, \*Auditory Training, \*Instructional Materials, Listening, \*Listening Comprehension, \*Listening Skills

Designed to aid in developing auditory perception, this manual provides a program of remediation for children at the fourth through sixth-grade level. The book is divided into two sections. The first consists of seventy-five essays, each written at three levels of difficulty. The level most appropriate for the student is determined and is used for subsequent essays until the child is ready to move to a higher level. Each of the short essays is read aloud to the child at moderate speed with little emphasis; then the child is asked to repeat as much of the material as he remembers. Space has been provided to grade the child on each performance. Section two consists of twelve exercises designed to help the child learn how to listen, follow directions, and develop auditory memory. (WR)

ED 073 433 CS 003 391

Farr, Roger Anastasiow, Nicholas

Tests of Reading Readiness and Achievement: A Review and Evaluation. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 69

Note—54p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 208, \$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, \*Evaluation Criteria, \*Reading Readiness Tests, \*Reading Tests, \*Test Reviews, Test Selection

This book is intended primarily for classroom teachers and other personnel who work directly with teachers in selecting reading readiness tests or achievement tests. The first chapter lists and briefly explains the criteria used by the authors in reviewing the tests included. These criteria are concerned with norms, standardization, objectivity, ease of administration and scoring, validity, reliability, and the test manual. The reading readiness tests reviewed are the Gates-MacGinitie Reading Skills Test, the Harrison-Stroud Reading Readiness Profile, the Lee-Clark Reading Readiness Test, the Metropolitan Reading Test, and the Murphy-Durrell Reading Readiness Analysis. The following reading achievement tests are reviewed: the California Reading Tests, the Gates-MacGinitie Reading Tests, the Iowa Silent Reading Test, the Metropolitan Achievement Tests—Reading, and the Stanford Achievement Tests—Reading. The appendix contains two charts, one a general description of the tests reviewed and the other a summary of the technical evaluation of the tests. (TO)

ED 073 434 CS 003 392

Levenson, Stanley

The Attitudes and Feelings of Selected Sixth Grade Children Toward Reading in Ability Groups.

Pub Date 72

Note—176p.; Ph.D. Dissertation, United States International University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,547, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Ability Grouping, Grade 6, Grouping (Instructional Purposes), Homogeneous Grouping, \*Individualized Reading, \*Reading Instruction, \*Self Concept, \*Student Attitudes, Teaching Methods

The attitudes, feelings, and self-concept of 30 sixth-grade children from high reading groups and 30 from low reading groups as related to ability grouping in the teaching of reading were examined in this study. The Piers-Harris Children's Self Concept Scale, the San Diego County Inventory of Reading Attitude, and an interview schedule developed by the investigator were used to determine self-concept development and reading attitude. Significant differences were found between the two groups on self-concept, attitudes toward reading, and feelings toward reading in ability groups on ten of the 24 items of the questionnaire. The data from this study support the conjecture that ability grouping in the

teaching of reading is a negative practice, reinforcing negative self-concepts and negative attitudes toward reading. Results also showed that ability grouping leads to stereotyped and stratified roles and parental, teacher, and peer pressures that could prevent the child from developing healthy social relations and a positive self-concept. Alternative approaches to the teaching of reading through more individualized and personalized methods are cited. (Author/TO)

ED 073 435 CS 000 396

Karlin, Robert

Developing Comprehension Skills in the High School Student.

Pub Date May 73

Note—11p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comprehension Development, Context Clues, \*Critical Reading, Evaluative Thinking, \*Interpretive Reading, Perception, Problem Solving, \*Reading Comprehension, \*Reading Skills, Secondary Education, Secondary School Students, Structural Analysis, Vocabulary Skills

Teachers can help students develop abilities to enable them to read subject-oriented materials with better understanding. The purpose is not to conduct a lesson in reading comprehension, but to establish purposes for reading, develop word competency, search for surface and deeper meanings, and evaluate information and ideas gained through reading. Teachers can promote purposeful reading by providing suitable motives which students can discuss and weigh. Problem solving can eliminate teacher inspired purposes. The ability to grasp context clues and morphemic clues and to distinguish between literal and figurative meanings, and the study of multiple word meanings and the dictionary can help build better vocabulary skills. The ability to see relationships among ideas, to understand paragraph and other organizational patterns, and to discover meanings and relationships by analyzing sentence patterns are important measures of comprehension the teacher can help students develop. Helping students discover inferential meanings involves thinking about other ideas the messages might convey. Finally, the student's ability to judge accuracy, distinguish between fact and opinion, recognize qualification, and perceive persuasion can be accomplished by studying information obtained from several sources. (HS)

ED 073 436 CS 000 397

Rezmondo, Betsy

Reading Instruction and Technical Retraining in the Community College for Disadvantaged Adults.

Pub Date May 73

Note—8p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, Basic Skills, \*Community Colleges, \*Deaf Education, Developmental Reading, Disadvantaged Groups, English (Second Language), \*English Instruction, Individualized Instruction, Language Laboratories, \*Reading Instruction, Sign Language

Identifiers—Waubensee Hearing Impaired Program, WHIP

The Waubensee Hearing Impaired Program (WHIP), offering courses for disadvantaged adults in English and reading as well as a special program for hearing impaired students, is described. English Review is a course which aids students whose deficiencies in English preclude their taking the regular freshman English courses. Instruction is individualized and students are required to write short themes and other expository prose essential for vocational goals or further studies. Notetaking, outlining, use of dictionaries, and test taking techniques are also taught. Developmental Reading is a course designed for adults who never completed their years of formal education. Work is given to increase skills in vocabulary, phonics, listening, reading comprehension, spelling, and written expression. English as a second language is offered in both of these courses for those whose native language is not English. A special tutor works with these students so that a meaningful program is developed for their particular needs. Interpreters are pro-

vided to aid in lip reading, and classes are offered teaching sign language. The philosophy of the Hearing Impaired Program is to provide those services which allow the deaf student to compete on an equal basis with his hearing peer in an integrated classroom. (HS)

ED 073 437 CS 000 407

Weintraub, Samuel, Comp.

Vision-Visual Discrimination. Reading Research Profiles.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 73

Note—80p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.50 non-member, \$1.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Eye Movements, Perceptual Development, \*Perceptual Motor Learning, \*Reading, \*Vision, Visual Acuity, \*Visual Perception

This annotated bibliography contains both opinion and research articles dealing with various aspects of vision. The entries are divided into four categories: visual acuity, visual perception, perceptual motor development, and eye movements. Within each category are entries presenting controversial and contradictory viewpoints and evidence enabling the reader to peruse many opinions while forming his own. (TO)

ED 073 438 CS 000 408

Black, Bob Gene

Determining the Predictive Value of Selected Measures for First Grade Reading Success.

Pub Date 71

Note—134p.; D.Ed. Dissertation, North Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4063, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Grade 1, Letters (Alphabet), \*Predictive Ability (Testing), Predictive Validity, Reading, \*Reading Ability, Reading Diagnosis, Reading Materials, Reading Processes, Reading Readiness, \*Reading Research, Reading Skills, \*Reading Tests, Testing

This study investigated the predictive value of certain tests in relationship to first grade reading success. The Metropolitan Readiness Test, Naming Letters Test, Light Response Test, and Matching Symbol Test were administered to 70 first grade students during the first two weeks of school. The Teacher's Reading Readiness Rating Scale was filled out by each of the subjects' teachers at the end of seven weeks. The seventh predictor test was computed by finding the difference in individual scores of the Light Response Test and Matching Symbol Test. The Gray Oral Reading Paragraphs Test and the Gates-MacGinitie Reading Test, administered during the last four weeks of school, were used to measure the effectiveness of the predictive tests. The results indicated: (1) the Metropolitan Readiness Test is one of the best single predictors of first grade reading success; (2) the tests that measure specific aspects of the reading process are the best predictors of first grade reading success; (3) workbooks of the matching symbol type are not likely to improve first grade reading success; (4) age is a significant factor in the speed of matching symbols at the age of six; and (5) the naming of a selected group of capital and lower case letters is a good predictor of first grade reading success. (Author/WR)

ED 073 439 CS 000 409

Bowers, Winifred Mudd

An Evaluation of a Pilot Program in Reading for Culturally Disadvantaged First Grade Students.

Pub Date 72

Note—83p.; D.Ed. Dissertation, University of Tulsa

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,458, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Cultural Disadvantage, Departmental Teaching Plans, \*Grade 1, Inner City, Reading, \*Reading Comprehension, \*Reading Instruction, Self Contained Classrooms, \*Vocabulary, Vocabulary Skills

Identifiers—\*DISTAR

This study compared two methods of teaching reading to disadvantaged first grade students from four schools. An experimental group and a control group were selected in each school. Two schools used departmentalized organizational patterns and two used self-contained organizational patterns. The experimental group was taught reading by the Distar method while the control group was taught by a traditional method. Six null hypotheses were tested for differences in means on reading achievement tests using raw scores for vocabulary and comprehension. A significant difference was obtained between the experimental and control groups in the area of vocabulary. A significant difference was also obtained in vocabulary skills between the experimental and control groups in self-contained classrooms. It was concluded that the experimental teaching method used in the self-contained classrooms was more effective than the same method in the departmentalized classrooms or a traditional method in either classroom setting. (Author/DI)

ED 073 440 CS 000 413

Downing, John

Some Reasons for NOT Using I.T.A.

Pub Date May 73

Note—19p.; Paper presented at Annual Meeting of the International Reading Association (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Beginning Reading, \*Initial Teaching Alphabet, Language Arts, Primary Grades, Reading, \*Reading Instruction, \*Reading Materials, Reading Research

Teachers, principals, and other administrators who are considering the adoption of I.T.A. for language arts in the primary grades need objective information about its advantages and its disadvantages. The purpose of this paper is to provide a list of the disadvantages which may be inherent in the adoption of I.T.A. The disadvantages of I.T.A. may be divided into two categories, factual and attitudinal. Some factual disadvantages are that the weaknesses of students, teachers, and schools are revealed more when I.T.A. is used, and the damaging effects of arbitrary administrative systems of grouping students are highlighted by an I.T.A. program. A list of negative statements which are often made about I.T.A. includes: (1) I.T.A. makes more work for the teacher; (2) I.T.A. promotes make exaggerated panacea kinds of claims; (3) I.T.A. materials are expensive; (4) I.T.A. is not a perfect alphabet; (5) I.T.A. is a phonic method; (6) I.T.A. is taught by a formal instructional approach; (7) I.T.A. is a scheme for forcing precocious readers; (8) I.T.A. is unnatural; (9) there are not enough books in I.T.A.; (10) children have difficulty in forming the I.T.A. symbols; and (11) transition from I.T.A. to traditional orthography is difficult and wastes time. (Author/WR)

ED 073 441 CS 000 417

Cheek, Martha Diane Collins

Relationship of Oral Reading, Spelling and Knowledge of Graphemic Options.

Pub Date 72

Note—162p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,387, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 6, Grade 8, \*Middle Schools, \*Oral Reading, Orthographic Symbols, \*Reading Research, \*Spelling

The purpose of this study was to determine: (1) sixth and eighth graders' knowledge of certain graphemic options in American-English orthography; (2) the relationship between this knowledge and the students' oral reading accuracy and spelling ability; and (3) whether these abilities are of the same magnitude in both black and white students. One hundred thirty-nine sixth and 119 eighth graders enrolled in the regular classrooms of two northern Florida middle schools were given the Gilmore Oral Reading Test, Form C; a random sample of 100 words from the New Iowa Spelling Scale; and



Graphemic Options Test, Parts I and II. Thirty-six hypotheses were tested and the conclusions were: (a) knowledge of graphemic options, as measured by the Graphemic Options Test, is developmental in nature through the fifth grade with a decline at the sixth grade and an insignificant increase from the fifth to the eighth; (b) a positive and significant relationship exists between sixth and eighth graders' graphemic option knowledge, oral reading accuracy, and spelling achievement; (c) white sixth and eighth graders have a greater graphemic option knowledge than black sixth and eighth graders; and (d) higher correlations between graphemic option knowledge and oral reading accuracy and between graphemic option knowledge and spelling achievement were obtained for black students. (Author/WR)

ED 073 442 CS 000 418

Shinder, Lionel

**The Effects of the Frostig Developmental Program of Visual Perception on Reading Readiness and Reading Achievement.**

Pub Date 71

Note—124p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,815, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, \*Grade 1, \*Kindergarten, \*Perceptual Motor Learning, Reading Achievement, Reading Readiness, \*Reading Research

Identifiers—\*Frostig Developmental Program of Visual Perception

The purpose of this research was to determine the effectiveness of the Frostig Developmental Program of Visual Perception in effecting gains in reading readiness scores and perceptual motor ability with kindergarten students and reading achievement scores and perceptual motor ability with grade one students. High, middle and low groups in both kindergarten and grade one were determined on a pretest using the Frostig Developmental Test of Visual Perception by dividing the range of scale scores into thirds. Experimental students were exposed to the Frostig Developmental Program of Visual Perception for ninety-three school days. The Frostig Developmental Test of Visual Perception and the Lee-Clark Reading Readiness Test were administered to the kindergarten students and the Frostig Developmental Test of Visual Perception and the California Achievement Test-Reading were administered to the grade one students. The results of the tests indicated that after treatment, each experimental sub-group was significantly different from the comparable control sub-group in perceptual motor ability. This was true for both kindergarten and grade one students. No significant differences were found in reading readiness or reading achievement. (Author/WR)

ED 073 443 24 CS 000 424

Venezky, Richard L. And Others

**The Development of Letter-Sound Generalizations from Second through Sixth Grade. Technical Report.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—WRDCCL-TR-231

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—26p.; Report from the Project on Reading and Related Language Arts Basic Prereading Skills: Identification and Improvement

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Elementary School Students, \*Graphemes, \*Phonemes, Reading, Reading Ability, Reading Instruction, \*Reading Research, Word Recognition

Identifiers—\*Letter Sound Patterns

The purpose of this study was to determine the development of four specific letter-sound patterns from second through sixth grade: invariant consonants, long and short vowels, "c," and "g." A 69-item list was presented to second-, fourth-, and sixth-grade subjects in one of two random orders. Oral responses were tape recorded, transcribed by graduate students trained in phonics, and coded as correct, plausible, or incorrect. Separate

analyses of variance were run on each of the four pattern categories. Some of the results indicated that although ability to generalize each of the four patterns increased from second through sixth grade, there were striking differences in the acquisition of the patterns. At the second- and, to a lesser degree, the fourth-grade levels, there was little difference in ability between the best and worst readers to generalize invariant consonant correspondences when the letters occurred in initial position, but large differences were evident for medial and final positions, with the poorer readers showing the least ability. For the "c" patterns, learning of the correct pronunciation for "c" before "e," "i," or "y" occurred slowly and failed to reach 60 percent by sixth grade. For the "c" pronounced as /s/ pattern the correct responses were high at all grades. (Author/WR)

ED 073 444 24 CS 000 425

Wilder, Larry Levin, Joel R.

**A Developmental Study of Pronouncing Responses in the Discrimination Learning of Words and Pictures. Technical Report.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—WRDCCL-TR-228

Bureau No.—BR-5-0216

Pub Date Oct 71

Contract—OEC-5-10-154

Note—14p.; Report from the Project on Letter-Sound Relationships and the Development of Reading Skills

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, \*Discrimination Learning, Grade 5, \*Multisensory Learning, \*Paired Associate Learning, \*Pictorial Stimuli, Preschool Children, \*Reading Research

Subjects at three age levels were administered picture pair or word pair discrimination lists. They pronounced or pointed as a method of choice, and they pronounced or pointed at the correct item (or remained silent) during rehearsal. The results indicated that with picture pairs, pronunciation facilitated learning as a method of choice and a type of rehearsal in nursery school subjects. For fifth-grade and college subjects, there was no significant difference between pronouncing and pointing as a method of choice. Spoken rehearsal was superior to control performance for the fifth-grade subjects. College subjects performed equally well in the control and pronouncing conditions, but pointing during rehearsal produced significantly more errors than pronouncing. Word pairs produced no significant pronunciation effects. The verbal stimuli tend to elicit implicit pronouncing responses sooner than the nonverbal stimuli. These results were discussed within an internalization of speech perspective. (Author/WR)

ED 073 445 24 CS 000 427

Butts, Priscilla Sanders, June

**Motivated Reading: A Supervisor's Manual for a Tutorial Reading Program. Part 1: Information on Operating the Program.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—49p.; Practical Paper Number 12

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Intermediate Grades, \*Junior High School Students, \*Motivation Techniques, Reading, Reading Improvement, Reading Instruction, Reading Materials, \*Reading Programs, Student Motivation, \*Tutorial Programs

This manual presents information on how to conduct a tutorial reading program that features a plan for motivating students. The program is intended for upper elementary and junior high school students who read approximately on a second- or third-grade level. The basis for this program is an instructional design, the Staats "Motivated Learning" Reading Procedure. The lesson procedures are structured so that non-professional persons can learn them with brief training. The utilization of tutors makes this program suitable for inner city schools, where more individualized reading instruction is needed. The

manual is divided into two parts. Part 1 presents information on operating the program. This includes how to arrange instructional schedules, prepare materials, select students, select and train tutors, and supervise the program while in progress. Part 2 (See CS 000 428) provides the supervisor's materials and a tutor's guide. These are samples of the actual materials that may be duplicated for tutor training and student instruction. Included are lesson materials, record sheets, tutor materials, and training materials, along with the tutor's guide. (Author/WR)

ED 073 446 24 CS 000 428

Butts, Priscilla Sanders, June

**Motivated Reading: The Supervisor's Manual for a Tutorial Reading Program. Part 2: Supervisor's Materials and Tutor's Guide.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—77p.; Practical Paper Number 12

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Intermediate Grades, Junior High School Students, \*Reading, Reading Comprehension, Reading Improvement, Reading Instruction, \*Reading Materials, \*Reading Programs, Reading Skills, \*Training Techniques, \*Tutorial Programs

This manual contains supervisor's materials and a tutor's guide to accompany CS 000 427. There are samples of materials that can be duplicated for tutor training and student instruction. Included in this manual are: (1) suggestions for subdivision of pages and adaptation of comprehension questions; (2) lesson sheets and review sheets; (3) record materials which include attendance sheets, daily session sheets, a progress chart, a list of goals, a student information record form, and a sample letter to parents; (4) materials for tutors; (5) training materials such as schedules, an assembly of materials, and a review of procedures; and (6) procedures for tutoring. Appendixes are also included. (WR)

ED 073 447 CS 000 429

Winkeljohn, Sister Rosemary, Ed.

**The Politics of Reading: Point-Counterpoint.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Contract—OEC-0-72-4636

Note—78p.

Available from—Intl. Reading Assn., 6 Tyre Avenue, Newark, Del. 19711 (Order No. 853, \$2.00 non-member, \$1.50 member); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 04131, \$2.00 non-member, \$1.80 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, Educational Philosophy, \*Educational Theories, Literacy, \*Literacy Education, \*Multimedia Instruction, \*Reading, Reading Instruction, \*Relevance (Education), Visual Literacy

Neil Postman's article, "The Politics of Reading," reprinted here from the May 1970 "Harvard Educational Review," is the core of this book. Eight persons involved in various ways in the communications field (Claudia Converse, Ralph Staiger, William Jenkins, Robert E. Beck, John Donovan, Frank Smith, Lee Deighton, and Robert F. Hogan) reply to Postman's thesis that print media is becoming obsolete and reactionary and that, hence, we should not be so insistent on teaching everyone to read. In addition, Postman asks, "What is reading good for?" and each respondent addresses himself to this question as well. The book ends with a reply by Postman. Directed to the entire reading profession, the book is designed to provoke discussion rather than to provide definitive answers to difficult and controversial questions. (TO)

ED 073 448 CS 000 430

Ruddell, Robert B., Ed.

**Accountability and Reading Instruction: Critical Issues.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—51p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00037, \$1.50 non-member, \$1.35 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, \*Behavioral Objectives, Behavior Patterns, Curriculum, Curriculum Development, \*Educational Accountability, \*Performance Contracts, Performance Factors, Reading, \*Reading Instruction, \*Reading Tests

The intent of the Commission on Reading of the National Council of Teachers of English in developing this group of articles was to provide insight into critical issues related to accountability and reading instruction. The initial presentation by James Laffey develops a brief historical analysis of educational accountability, followed by a discussion of the alternatives and problems that must be understood in developing an accountability system. Richard Hodges identifies the nature and sources of behavioral objectives as he examines assumptions related to goals of instruction, measurement, and the content and methodology of learning. Kenneth Goodman's paper on testing concerns reading tests, design problems in constructing reading tests, and abuses of tests. Advantages as well as limitations and disadvantages of performance contracting are discussed by Mary Galvan. Galvan concludes her discussion by identifying needs and making recommendations useful in developing curriculum-oriented guidelines for schools interested in performance contracting. The concluding discussion by Harold Herber identifies a range of critical issues based on the preceding discussions. (Author/WR)

ED 073 449

CS 000 432

Berg, Paul C., Ed. George, John E., Ed.

Current Administrative Problems in Reading. Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Del.

Pub Date 68

Note—43p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.75 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Administration, \*Educational Innovation, Educational Research, Evaluation Needs, Government Role, \*Inservice Education, Instructional Materials Centers, \*Reading Programs, \*Reading Research, School Industry Relationship

Five papers concerning administrative problems in reading discuss administrative innovation, reading research, inservice education, and program funding. Forces promoting innovation include the federal government, industry, and educational research, the force which is seen as the basis for progress in education. Learning resource centers, administrative recognition of teaching success, and in-class research are among the eight recommendations included for inservice education. Team enrollment, for both first-grade teachers and school principals, in college reading courses is also emphasized as a means of providing inservice opportunities to develop and implement improved reading programs. ESEA/Title I, III, and IV and NDEA/Title XI grants are noted as major sources of program funding, and current programs are described. (This document previously announced as ED 027 159.) (RT)

ED 073 450

CS 000 433

Berg, Paul C., Ed. George, John E., Ed.

Bold Action Programs for the Disadvantaged: Elementary Reading. Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Del.

Pub Date 68

Note—62p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.75 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Children's Books, \*Disadvantaged Youth, Folklore Books, Inservice Teacher Education, Language Experience Approach, Minority Group Children, Reading Centers, Reading Materials, \*Reading Programs, Teacher Aides, Teaching Methods

The following five characteristics of successful reading projects for the disadvantaged are discussed as a basis for appraising ESEA/Title I

programs: (1) a child need-centered emphasis, (2) provision for teacher education, (3) use of multidisciplinary and paraprofessional personnel, (4) parent involvement, and (5) evaluation procedures. Current reading programs at the preschool, primary, and intermediate levels, operating primarily in Detroit and Los Angeles, are described. They involve comparisons of methods, the use of lay aides and reading consultants, communication skills and summer study centers, teacher training, language experience enrichment, and use of phonetic materials. The personal, social, and learning characteristics of the disadvantaged child are described; some current materials are evaluated; and recommendations for developing superior instructional materials for the disadvantaged are made. Finally, children's books dealing with nonwhite minorities are analyzed under the categories of folktales, biographies, and books about minority problems and character depiction. References and a bibliography of children's books are included. (This document previously announced as ED 028 032.) (CM)

ED 073 451

CS 000 437

Jordan, Dale R.

Dyslexia in the Classroom.

Pub Date 72

Note—194p.

Available from—Charles E. Merrill Publishing Company, A Bell & Howell Company, Columbus, Ohio 43216 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—\*Dyslexia, \*Language Handicaps, \*Learning Disabilities, Reading Diagnosis, \*Reading Difficulty, \*Reading Failure, Remedial Reading, Retarded Readers

Dyslexia is defined in this book as the inability to process language symbols. Dyslexia is seen as a continuum ranging from mild forms of symbol confusion to complex syndromes of disabilities. Three specific kinds of dyslexia are identified: visual dyslexia, auditory dyslexia, and dysgraphia. Two chapters, one describing and one suggesting correcting techniques for the classroom teacher, are included on each type of dyslexia. The book concludes with a chapter on distinguishing dyslexia from other disabilities. Three appendices—the Jordan Oral Screening Test, the Jordan Written Screening Test for Specific Reading Disability, and the Jordan Auditory Screening Test—are also included. (TO)

ED 073 452

CS 000 439

Sheridan, Winifred L.

Selected Practices in Reading Readiness Instruction at the Kindergarten and First Grade Levels in New York State.

Pub Date 72

Note—381p.; Ed.D. Dissertation, St. John's University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-21,735, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Early Childhood Education, Grade 1, Kindergarten, Preschool Education, Readiness, \*Reading Instruction, \*Reading Programs, \*Reading Readiness, Reading Readiness Tests, Teacher Education

Identifiers—New York, \*New York State

This study compared actual and recommended practices in reading readiness programs in kindergartens and first grades of New York State public schools as reported by classroom teachers and as advocated by chairmen of departments of early childhood and elementary education in the 54 teacher-training institutions in New York State offering certification programs in early childhood education. A questionnaire survey involving a random selection of 670 kindergarten and 964 first grade teachers and 45 of the 54 chairmen was used for data collection. Discrepancies between actual and recommended practice were found in the following areas: (1) earliest age of admission, (2) grouping patterns, (3) provision for systematic reading instruction, (4) retention in kindergarten, (5) provision for formal alphabet instruction, (6) intensified reading readiness instruction, (7) use of commercial reading readiness workbooks, and (8) use of reading readiness tests as a means of appraisal. A consensus on instruction to develop motivation and attitudes and on appraisal of physical, social-emotional, and cognitive factors was reached. A similar 1953 survey and 1967 data on the training and ex-

perience of early childhood teachers were also compared with the data from this study. (Author/TO)

ED 073 453

CS 000 440

Uroff, Shale

An Analysis of the Reading Achievement Growth and Opinions of Students in Grades 10-12 Enrolled in Remedial Classes Designed to Meet State of California Minimum Reading Standards.

Pub Date 72

Note—109p.; Ed.D. Dissertation, Brigham Young University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-32,640, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Age Differences, Grade 10, Grade 11, Grade 12, \*Reading Achievement, Reading Instruction, \*Remedial Reading, \*Remedial Reading Programs, \*Secondary School Students, Sex Differences, \*Student Attitudes, Teaching Methods

The purpose of this study was to investigate the efficacy of a state-mandated remedial reading program in grades ten through twelve by determining if significant differences existed in student reading achievement growth, attitude, and opinions with regard to school, sex, and grade. The population consisted of 137 students completing a one-semester course in remedial reading. Significant reading achievement gains were made by the seniors, with males making greater overall gains than females. Significant attitudinal and opinion differences toward school, reading, reading class, value of class, and the materials and techniques used were found with regard to school, grade, and sex. High school seniors were found to have more favorable attitudes toward reading than students in grades ten and eleven. It was recommended that remedial reading training be made available to secondary students as soon as the need is detected and that future studies investigate the effects of instructional mode on reading achievement. (Author/TO)

ED 073 454

CS 200 296

Geduld, Harry M., Ed.

Authors on Film.

Pub Date Nov 72

Note—303p.

Available from—Indiana University Press, Bloomington, Ind. 47401 (\$5.95)

Document Not Available from EDRS.

Descriptors—\*Authors, \*Changing Attitudes, \*Film Production, \*Films, Film Study, Sound Films, Writing

Identifiers—Film Stars, Motion Pictures, Silent Films

Different authors' attitudes toward film are revealed through five different sections of this book: (1) articles, essays, and reviews pertaining to the silent cinema and the transition to sound; (2) general statements on the film medium or filmmakers and their messages; (3) essays dealing with the problems, involvements, and reflections of the writer as screenwriter; (4) the Hollywood experience as seen by four American novelists (William Faulkner, Theodore Dreiser, F. Scott Fitzgerald, and James T. Farrell); and (5) several pieces about a small galaxy of Hollywood stars. Among the 35 authors commenting, there are a variety of opinions: Somerset Maugham, Thomas Mann, and Virginia Woolf debate the suitability of novels for the screen, Shaw and Mencken comment on the mediocrity of the Hollywood product, and T. S. Eliot analyzes the film's resources for the poetic dramatist. Truman Capote and William Faulkner are interviewed; Ernest Hemingway comments on Marlene Dietrich, Jean Cocteau on Chaplin, Louis Aragon on Jean-Luc Godard, and James Baldwin on Sidney Poitier. Many different aspects of the writer's interest in the involvement with film are documented in this collection of articles. (HS)

ED 073 455

CS 200 323

Jenkinson, Edward, Comp.

Some Questions and Answers about Planning Phase-Selective Programs in English.

Indiana Council of Teachers of English, Terre Haute.

Pub Date 72

Note—41p.



Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 04854, \$1.50 non-member, \$1.40 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Design, Curriculum Development, \*Curriculum Evaluation, \*Curriculum Planning, \*Elective Subjects, \*English Programs, Flexible Scheduling, \*Secondary Education

Identifiers—Minicourses, \*Phase Elective Programs

This study presents some of the most frequent questions asked by teachers in Indiana concerning phase-elective English programs. Some answers to these questions were compiled by a committee appointed by the Indiana State Department of Public Instruction. The contributors reviewed published and unpublished articles and curriculum guides, as well as their own experiences in planning multiple-elective programs, before formulating answers to the questions. Some of the questions asked were: What is this curricular innovation? Who should design the courses? Will they last? How much planning time is required? What is the cost of the programs? How can they be evaluated? A bibliography of books, articles, and curriculum guides is included. There are also appendices dealing with sample course descriptions and sample course outlines in creative writing, appreciating the mass media, and experimental writing. (Author/DI)

**ED 073 456** CS 200 324

Burke, John Gordon, Ed.

Print, Image and Sound: Essays on Media. American Library Association, Chicago, Ill.

Pub Date 72

Note—181p.

Available from—American Library Association, 50 East Huron Street, Chicago, Ill. 60611 (\$6.95)

Document Not Available from EDRS.

Descriptors—Communications, Cultural Awareness, Cultural Background, \*Educational Television, \*Films, \*Journalism, \*Mass Media, Music, \*Periodicals, Publications, Social Influences

This collection of essays presents a conceptual and bibliographical perspective on five areas of the mass media. Each essay includes a selective bibliography to provide a framework for the reader to further explore the topic covered. The primary emphasis is on the social influence of these media during the 1960s, but the authors have also attempted to isolate trends and developments which will characterize the 1970s. The essays include: (1) "The New Journalism" by James Ridgeway, (2) "Educational Television" by Fred Ferretti, (3) "Rock: Popular Music in the Sixties" by John Burke, (4) "Cinema in the Sixties" by Charles T. Samuels, and (5) "Anima Rising: Little Magazines in the Sixties" by Len Fulton. (Author/DI)

**ED 073 457** CS 200 325

Allen, Robert L.

English Grammars and English Grammar.

Pub Date 72

Note—253p.

Available from—Charles Scribners Sons, 597 Fifth Avenue, New York, N.Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Diachronic Linguistics, \*English, Generative Grammar, \*Grammar, Structural Grammar, \*Tagmemic Analysis, \*Traditional Grammar, Transformational Generative Grammar

Identifiers—\*Sector Analysis

This book presents an overview of the history of the English language and of English grammars; describes and evaluates traditional grammar, transformational-generative grammar, tagmemic grammar, and stratificational grammar; and proposes sector analysis as a practical way of describing both the structure of English and the native speaker's intuitions about it. Based on the conviction that existing grammars have little or no effect upon students' writing and critical reading abilities, and that they also frequently fail to accurately describe facts of English grammar, the book suggests as an alternative a new grammar, sector analysis, designed to facilitate the teaching of English to native speakers, even in the lower grades. Sector analysis gives primary emphasis to the larger syntactic elements of sentences rather than to individual words. It also emphasizes the

positions (sectors) in which the units that make up a sentence occur. (DD)

**ED 073 458** CS 200 326

Cashdan, A., Ed. Grueon, Elizabeth, Ed.

Language in Education: A Source Book.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 72

Note—254p.; Prepared by the Language and Learning Course Team at the Open University and published by the Open University Press

Available from—Routledge & Kegan Paul Ltd., 9 Park Street, Boston, Mass. 02108 (\$3.95)

Document Not Available from EDRS.

Descriptors—\*Education, \*Language Arts, Language Research, \*Language Role, Language Usage, \*Linguistics, Psycholinguistics, Psychology, Sociolinguistics, Sociology, \*Undergraduate Study

This collection of essays is concerned with the relationships between language and education. It is intended to be used in an undergraduate course but may also be used by many others interested in language in an educational context. A variety of approaches to the subject are considered, including the philosophical, psychological, sociological, linguistic, and literary. The readings have been selected on the basis of their representativeness and accessibility in terms of the main disciplines involved, their relevance to education in general and their relevance to the students enrolled in this course. The book begins with two essays by philosophers on the topics of language and society and the problems of language usage. Subsequent parts of the book consider (1) language as system and as behavior; (2) language and social reality; (3) social relationships and language codes; (4) language in the classroom; (5) language acquisition; (6) language deprivation and its educational implications; (7) language and values; and (8) language and literature. (Author/DI)

**ED 073 459** CS 200 327

Howes, Alan B.

Teaching Literature to Adolescents: Novels.

Pub Date 72

Note—176p.

Available from—Scott Foresman & Company, 1900 East Lake Avenue, Glenview, Ill. 60025 (\$3.10 paper)

Document Not Available from EDRS.

Descriptors—\*Adolescents, American Literature, \*Drama, English, \*Fiction, Literary Criticism, Literature, Literature Appreciation, Negro Literature, Novels, \*Secondary Education

Identifiers—\*Huckleberry Finn

This book offers suggestions for prospective and practicing English teachers on ways to help students appreciate both drama and fiction. Some of the questions treated are the differences between the reading of drama and fiction; the critical tools a teacher may use in approaches to specific works; how a novel may be taught on different levels ("Huckleberry Finn" is the example discussed); how literature by black writers may be used in the classroom; and how the teacher may help an individual student to pursue his own talent and interest at the same time the class as a group shares common experiences. One section of the book contains interviews with three novelists, Alan Paton, John Knowles, and Conrad Richter, all of whom are popular with adolescent as well as adult readers. An appendix includes two other versions of "Huckleberry Finn," the last two chapters of John Seelye's "The True Adventures of Huckleberry Finn," which is a retelling of Twain's story, and some selections from the script of the 1938 screenplay of the novel. A bibliography of paperback editions of the works cited in the text is included. (Author/DI)

**ED 073 460** CS 200 328

MacCann, Donnarise, Ed. Woodard, Gloria, Ed.

The Black American in Books for Children: Readings in Racism.

Pub Date 72

Note—223p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, N.J. 08842 (\$6.50)

Document Not Available from EDRS.

Descriptors—Censorship, \*Childrens Books, Cultural Images, Librarians, \*Literature, Moral Issues, \*Negroes, \*Negro Literature, Publishing Industry, Racial Attitudes, Racial Discrimination, \*Racism, Teachers

This collection of essays discusses a variety of issues raised by the images of black Americans as portrayed in literary works written for children. The editors specifically address their introduction to librarians and educators, arguing that there has not been sufficient awareness of the racist content of many books circulated in libraries and used in classrooms. The first section of the book contains essays discussing criteria for distinguishing between racist and nonracist children's books. The second section contains essays discussing the presence of racism in some books awarded the Newbery Prize. Some more modern examples of alleged racist books are discussed in the third section, and some earlier examples of such books are discussed in the fourth section. The last part of the book includes essays discussing racism and the publishing industry. An index arranged by title and author of the books mentioned in the essays (including adult books when they have been recommended for young readers) is included. (Author/DI)

**ED 073 461** CS 200 329

Brockett, Oscar G. Findlay, Robert R.

Century of Innovation: A History of European and American Theatre and Drama Since 1870.

Pub Date Jan 73

Note—826p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$13.95)

Document Not Available from EDRS.

Descriptors—Acting, \*American Literature, Cultural Background, \*Drama, Dramatic Play, \*Dramatics, \*English Literature, \*Literary History, Literary Styles, Literature Appreciation, Nineteenth Century Literature, Theater Arts, Theaters, Twentieth Century Literature

Identifiers—\*European Theater

This book discusses the history of European and American drama from the advent of the "modern" era (around 1870) until the early 1970s. Coverage is further restricted to persons and events most characteristic of an era or of greatest significance later. Both theatrical and dramatic practice are treated as integral parts of a whole. Some attention is also given to social and intellectual factors which have influenced theatre and drama, to dramaturgy and dramatists, to theoreticians and theatrical practitioners (directors, actors, and designers), and to audiences. A bibliography, primarily restricted to English works, and divided according to the chapters of the book, is also included. (Author/DI)

**ED 073 462** CS 200 330

Davidson, Jessica

Is That Mother in the Bottle? Where Language

Came From and Where It Is Going.

Pub Date 72

Note—118p.

Available from—Franklin Watts, Inc., 845 Third Avenue, New York, N.Y. 10022 (\$4.95)

Document Not Available from EDRS.

Descriptors—Language Classification, \*Language Development, \*Language Patterns, \*Language Role, \*Language Universals, \*Linguistics, Psycholinguistics, Semantics, Spelling, Syntax, Translation

This book is an introduction to linguistics, written for the beginning student. Among the topics explored are speculations about the origins of language, its nature, how it grows, and how it changes. Other topics include what is essential in the structure of language, the similarities and differences among languages, how the varying patterns of syntax and speech affect communication, and what problems are encountered in translation from one language to another or in inventing an artificial language. The author discusses growth and changes in formal languages that come through idioms, slang, trade names, acronyms, and slogans. She also examines psychological aspects of language such as the relation of sound and spelling to meaning and mood. A short bibliography is included. (Author/DI)

**ED 073 463** CS 200 331

Tyler, I. Keith, Comp. Williams, Catharine M., Comp.

Educational Communication in a Revolutionary

Age.

Pub Date 73

Note—150p.

Available from—Charles A. Jones Publishing Company, Village Green, Worthington, Ohio 43085 (\$8.95)

Document Not Available from EDRS.

**Descriptors**—\*Communication (Thought Transfer), \*Communication Skills, Curriculum Planning, \*Educational Change, \*Educational Innovation, \*Educational Technology, \*Mass Media, Rhetoric, Technological Advancement

As a tribute to Dr. Edgar Dale on his retirement from Ohio State University, the papers in this book refer to "the failures of education," "the impotence of the school," "the need for sweeping change," the existence of a "systems break," and "incipient civil war," all of which are products of an age of revolution which continues today. Educational communication is explored and the need for a common rhetoric is examined. The role of media is seen as one of revelation in "the direction of increased social orientation, art and humanities, and social control of technology." Chapters include "Minds at Large in an Age of Revolution," by Robert W. Wagner; "Educational Communication in a Revolutionary Age," by Charles F. Hoban; "Revolution in Education," by Robert J. Havighurst; "It Seems to Come in Waves," by Wilbert H. Pearson; "Higher Education in the Age of Communications," by Mitiji Nishimoto; "Things to Come: The New Literacy," by Edgar Dale; "Educational Evaluation in the Revolutionary Age," by Ralph W. Tyler; "Curriculum Planning for the Revolutionary Age," by John I. Goodlad; and "Reading in the Electronic Age," by Jeanne Chall. Several of the chapters are followed by a commentary written by other notable figures, i.e., Harry A. Johnson, William Van Til, Stanley M. Elam, Albert Rosenberg, John M. Brewer, and Arthur Foshay. (HS)

**ED 073 464** CS 200 332

*Delves, Tony*  
**Issues in Teaching English.**

Pub Date 72  
Note—100p.; Published by Melbourne University Press, Carlton, Victoria

Available from—International Scholarly Book Services, Inc., P.O. Box 4347, Portland, Oregon 97208 (\$4.50)

**Document Not Available from EDRS.**

**Descriptors**—\*Communication Skills, Dramatics, \*English Instruction, Individual Needs, \*Language Arts, Oral English, Reading, \*School Role, Standards, Student Needs, Teachers, Writing Skills

**Identifiers**—\*Australia

Reflecting changes in Australian education which in some instances have led to the eradication of "English" from the timetables, this book stresses the idea that what happens in the schools is more important to the language learning of the students than what happens in the English classroom. The teacher's concern should be the context (subjects, ideas, topics, themes) through which language will develop. English teachers in Australia, aware of the differences in approach between the United States and the United Kingdom, must also be aware of the linguistic arguments surrounding current methodology; they must build on the notion that the student's language should not be destroyed, but extended in its range and power. Furthermore, the teaching of grammar should have no place in the language program. Emphasis should be given to talking and acting; reading for enjoyment, information, and the extension of ideas and vocabulary; and writing as a means of developing ideas. Schools should assume a helping hand by trusting students, making use of their interests, providing a greater range of audiences, and providing relevant contexts from which language can develop. Finally, evaluation in English must be related to the individual child. (HS)

**ED 073 465** CS 200 336

*Meade, Richard And Others*

**[Behavioral Objectives in English.]**

Virginia Association of Teachers of English.

Pub Date 70

Note—23p.

Journal Cit—Virginia English Bulletin; v20 n3 p3-19, 24-27 Winter 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Academic Achievement, \*Affective Objectives, \*Behavioral Objectives, \*Cognitive Objectives, Communication Skills, \*Educational Accountability, Elementary Education, \*English, English Curriculum, School Responsibility, Secondary Education, Student Behavior

This edition of the "Virginia English Bulletin" is devoted primarily to articles about behavioral objectives and the teaching of English. In "Behavioral Objectives for English?" Richard A.

Meade argues that these objectives ought to include the acquisition not only of skills and knowledge but also of understandings, insights, and feelings. He also asserts that exact measurement of insights is not possible. Robert W. Reising, in "The Affective Fallacy: More on Behavioral Objectives and the Teaching of English," argues that these objectives do not have to exclude the affective domain and that English teachers should not let others construct their behavioral objectives. In "Backlash or Backwash?" Robert T. Robertson argues that the movement for creating these objectives in English is inherently mechanistic, simplistic, and reactionary, and that it should be resisted by the humanistic teacher. Robert P. Hildrup, in "Accountability for Achievement in English," argues that English teachers should be accountable for certain objective skills they can transmit, but that their overall objective is teaching communications, an achievement which is difficult to measure. (DI)

**ED 073 466** CS 200 337

*Butler, John And Others*

**[Special Composition Issue.]**

Kansas Association of Teachers of English.

Pub Date Dec 72

Note—40p.

Journal Cit—Kansas English; v58 n1 p1-38 Dec 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—College Students, \*Composition (Literary), \*Composition Skills (Literary), Descriptive Writing, Effective Teaching, \*Expository Writing, Student Centered Curriculum, \*Teaching, Writing Skills

This edition of the "Bulletin of the Kansas Association of Teachers of English" consists primarily of articles on composition, with special attention to the composing process. John F. Butler, in "On Teaching Composition," discusses strategies for meeting two goals in college composition: teaching the more artful use of language and teaching the act of composing. John H. Bushman, Sandra Jones, and Sandra Zerger, in "The Thematic Unit and the Composing Process," describe how thematic units, sometimes in the form of mini-courses, can be used to stimulate theme topics. The emphasis, the writers argue, should be on the process of learning, rather than on the "product"; the approach is a balance between traditional and contemporary subject matter, with a student-centered curriculum. Nancy Vogel, in "Exitus," the Videotape That Went to Boston: "A Momentary Stay against Confusion," reports on how the class construction of a videotape served to teach the fundamental composition processes. (DI)

**ED 073 467** CS 200 338

**Equivalency Testing in College Freshman English: A Report and a Proposal.**

English Council of the California State Univ. and Colleges.

Pub Date Oct 72

Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Achievement Tests, \*College Freshmen, \*English, \*Equivalency Tests, \*Essay Tests, Grading, Literature, \*Objective Tests

This report is the result of a study in the fall of 1971 of equivalency testing in English for entering freshmen in California state colleges. The author argues that equivalency testing must satisfy two conditions: (1) the tests should be college level ones, valid for their stated purposes and properly normed, and (2) the tests should be administered so that they help students develop their fullest individual capacities. Sections of the report discuss the strengths and weaknesses of objective testing and essay testing; how these tests could be used in order to meet the aims of Freshman English; the administration of the tests, including discussion of the proposed new College-Level Examination Board (CLEP) Freshman English Test for the fall of 1974 and a proposed CLEP examination in literature for the fall of 1973; the supervision and expense of grading the essays and the determination of passing scores, the use of the test scores, and the relationship between colleges and participating high schools. Three appendices deal with the expense of essay reading, objective tests in English, and a list of specialists in English testing who contributed to this study. (DI)

**ED 073 468** CS 200 341

*Kreppel, Wayne J. DuVall, Charles R.*

**A Quantitative Study of High School Yearbook Content.**

Pub Date Feb 73

Note—71p.; Unpublished report

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Curricular Activities, Journalism, \*School Publications, \*Secondary Education, Student Interests, Student Organizations, Student Projects, \*Student Publications, Student Records, Student School Relationship, Student Teacher Relationship, \*Yearbooks

The purpose of this study was to analyze high school yearbooks, relative to quantitative page allotments, when classified by the size of the community, the type of socioeconomic environment of the school, and the size of the graduating class. A normative survey was conducted using a questionnaire requesting the respondent to furnish a copy of the 1971 yearbook. The questionnaire was sent to randomly selected schools throughout the United States. It was found that (1) yearbook costs revealed no clear trend, except that most of the yearbooks surveyed were self-supporting; (2) most of the yearbooks contained paid advertising; (3) all the yearbooks contained pictures of seniors and a majority had pictures of all upperclassmen from grade ten; and (4) athletics, general, musical, and club activities received about the same amount of coverage. It was concluded that yearbooks are basically self-supporting, the primary revenue coming from advertising and the sale of the books, and that more space is given to extracurricular and cocurricular activities than to academic pursuits. A bibliography and appendixes are included. (Author/DI)

**ED 073 469** CS 200 343

*Suhor, Charles And Others*

**The Aural-Oral Method of Teaching Usage in the Total English Program.**

New Orleans Public Schools, La. Div. of Instruction.

Report No—ISB-82

Pub Date 69

Note—83p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Audiolingual Skills, \*Aural Learning, Choral Speaking, Composition (Literary), \*English Programs, Listening Comprehension, Literature, Nonstandard Dialects, \*Secondary Education, Spelling, \*Standard Spoken Usage Identifiers—\*Aural Oral Instruction, Oral Learning

This study discusses methods for integrating aural-oral instruction in grammar and usage within the total program of junior and senior high school English. The fundamental purpose of this method is to teach students speaking nonstandard English dialects the why, how, and when of using a second dialect. The study discusses (1) a definition of aural-oral instruction; (2) a diagnosis of student needs in usage; (3) the student's and teacher's preparation for this form of instruction; (4) sample pattern practices in this method; (5) ways to integrate this method into the total English program; (6) role playing; (7) choral reading; (8) literature and the aural-oral method; (9) composition and the aural-oral method; (10) mechanics and spelling; and (11) tests and grading. Also included are a bibliography and three appendixes consisting of a checklist for daily pattern practice, sample student journal entries, and test assignments. (Author/DI)

**ED 073 470** CS 200 344

**Catalysts: A General Eclectic Handbook.**

Eugene School District 4, Ore.

Pub Date 69

Note—138p.; Prepared by a Junior High Language Arts Workshop

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Composition (Literary), \*Curriculum Guides, English, Language Arts, Language Usage, \*Literature, Novels, \*Reading, \*Rhetoric, \*Secondary Education, Vocabulary

Four units in a junior high school language arts program—literature, rhetoric, language, and reading—are presented in this curriculum guide. The introduction argues that a viable language arts program should be relevant to the immediate needs of the students, should emphasize self-discovery, and should attempt to unify the content and process of learning so that students not



only learn linguistic skills but also become more sensitive people. Each section of the guide begins with a position paper outlining the goals of that particular discipline and then presents a teaching or resource unit to accomplish these goals. The literature section offers a teaching unit in popular music as literature and a unit in the novel, "The Old Man and the Sea." The rhetoric section has a resource unit on writing a visual description of a person. The language section includes a resource unit on the varieties of English and an appendix entitled "A Mature Attitude toward Usage." The reading section presents a resource unit on vocabulary. The final section of the guide lists recommended textbooks and print and nonprint materials. (Author/DI)

**ED 073 471** CS 200 346

**English Program Nongraded Phase-Selective.**

Goose Creek Consolidated Independent School District, Baytown, Tex.

Pub Date 72

Note—285p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Composition (Literary), Curriculum Guides, \*Elective Subjects, \*English Programs, Grammar, Literature Programs, \*Nongraded Classes, \*Program Guides, \*Secondary Education, Short Courses

Identifiers—Phase Elective Program

This program guide contains detailed syllabi for over fifty elective courses in a five-phase program for grades ten through twelve. Focusing on instruction in language, grammar, composition, and literature, it describes courses on such subjects as "Concepts in Language and Composition," "Teenage Tales," "American Folklore and Legend," "Creative Writing," "Science Fiction," "Oral Communication," "Literature and Politics," "Transformational Grammar," "Individualized Reading," "The British Novel," and "Masterpieces of Literature." The syllabus for each course contains a rationale, a synopsis, a list of goals, a description of the basic area to be studied, a list of materials to be used, suggested approaches and procedures, and a bibliography of teacher resources. Also included are a rationale for the entire phase-elective program, a bibliography of general resources for the teachers involved, some sample premium contracts which advanced students may choose, a description of various paragraph patterns, and a presentation of the proper form for footnotes and bibliographies. (DD)

**ED 073 472** CS 200 347

**English Curriculum Grades 9-12.**

Boys Town High School, Nebr.

Pub Date [72]

Note—46p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication Skills, Composition (Literary), \*Curriculum Guides, Elective Subjects, \*English, English Programs, Grading, \*Individualized Instruction, Listening, Literature, Males, Reading, \*Secondary Education, Speech, Summer Programs

This curriculum guide describes a high school English program structured to meet the needs of the homeless boys of Boys Town, Nebraska. The program is individualized, designed to provide as much tutorial help as possible. The general goals of the program are to improve communication skills in reading, writing, speaking, and listening. The guide discusses the following specific components of the program: grading, the basic skills learning center, oral communications skills, the elective program, and the summer school program. Two reading lists are included: a list of literary selections adopted by the majority of the schools in the Omaha area and a list of high interest books for students with reading difficulties. Also included is a bibliography of professional reading for the teacher in the areas of reading skills, composition and rhetoric, language, literature, education, and English education. (Author/DI)

**ED 073 473** CS 200 351

**Elementary Education in the Northwest Territories: A Handbook for Curriculum Development.**

Northwest Territories Dept. of Education, Yellowknife, Curriculum Div.

Pub Date [72]

Note—308p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Cross Cultural Training, \*Cultural Pluralism, \*Curriculum Guides, \*Elementary Education, \*English (Second Language), Non English Speaking, \*Student Centered Curriculum, Teaching Guides

Identifiers—Canada, \*Northwest Territories

This curriculum guide describes a comprehensive program in elementary education for the Northwest Territories of Canada. The basic themes characterizing the curriculum are that it (1) develops from the child's characteristics, (2) teaches English, when it is not the mother tongue, as a second language, (3) reflects the pluralistic cultures of the region on an equal basis, (4) allows students to freely choose their life patterns, (5) regards Basic English as superfluous, (6) allows students to progress at their own rates through the curriculum, (7) does not use standardized tests, (8) uses heterogeneous grouping, (9) emphasizes learning in general more than specific subjects, (10) recognizes that communication is the heart of the curriculum, and (11) keeps accurate records of students' progress. The guide discusses in detail the following curricular components: crosscultural education, art, arts and technologies, health, kindergarten, language arts, mathematics, music, outdoor education, physical education, science, and social studies. An appendix discusses numerous suggested teaching topics and methods. (Author/DI)

**ED 073 474** CS 200 352

Golub, Lester S.

**Written Language Development and Instruction of Elementary School Children.**

Pub Date Feb 73

Note—27p.; Paper presented at Annual Meeting of the National Conference on Research in English (New Orleans, February 26-27, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Dialects, \*Elementary Education, Language Arts, \*Language Development, \*Language Instruction, Language Programs, \*Language Research, Language Skills, Language Usage, Linguistics, \*Written Language

This study of written language development and instruction of elementary school children found that realistic approaches are needed in teaching language usage, dialects, and registers. These approaches should include a nonrepetitive instructional system accounting for different linguistic abilities, a diagnostic evaluation of children's written language ability, objectives based on language performance and control rather than correctness, and learning environments and activities based on individualized and carefully monitored instructional theories. The study includes discussions of (1) current research in language development and instruction; (2) the question of whether children are learning the language concepts they are being taught; (3) the difference between linguistic performance and linguistic competence; (4) current practices in written language instruction in the elementary schools; and (5) needed research in language development and instruction. Tables recording the results of a test of 30 language arts concepts and the results of twelve language arts tasks which were administered to some elementary school children are included. (Author/DI)

**ED 073 475** CS 200 353

Golub, Lester S.

**Syntactic and Lexical Deviations in Children's Written Sentences.**

Pub Date [72]

Note—9p.; Unpublished paper

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), \*Discourse Analysis, Grade 4, Grade 6, Spelling, Structural Analysis, \*Syntax, \*Vocabulary, Writing Skills

Compositions based on a picture as stimulus and written by fourth and sixth graders were studied for syntactic and lexical deviations. From the corpus of data, eight interpretations were made: (1) comma fault, sentence sense, and coordinating conjunctions were the most frequent syntactic problems encountered—all could be eliminated by oral proofreading; (2) other syntactic deviations (the apostrophe as possessive marker, the distinction between common and proper nouns, the meanings of determiners, internal sentence punctuation, and subject-verb agreement) were candidates for instruction; (3) on a per-sentence basis high quality themes averaged less than one error, and low themes over three

errors; (4) instruction in all of the syntactic deviations could be incorporated into a written language program for the elementary level; (5) lexical deviations were the result of problems of vocabulary development and word selection rather than spelling; (6) of the spelling deviations, many resulted from the omission, addition, or substitution of a single letter; (7) as the density of deviations per word decreased, the quality of writing was judged better by teachers; and (8) lexical deviations were also susceptible to a cognitive learning approach rather than a rote memory approach. (HS)

**ED 073 476** CS 200 354

Golub, Lester S.

**Measuring English Language Arts Concept Attainment.**

Pub Date [72]

Note—25p.; Unpublished study

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Concept Formation, \*Concept Teaching, \*Educational Research, Educational Testing, \*Intermediate Grades, \*Language Arts, Sex Differences

This report summarizes four English Language Arts studies sponsored by the Wisconsin Research and Development Center for Cognitive Learning under the project title "A Structure of Concept Attainment Abilities": (1) "Selection and Analysis of Language Arts Concepts for Inclusion in Tests of Concept Attainment," (2) "Items to Test Level of Attainment of Language Arts Concepts by Intermediate-Grade Children," (3) "Measuring Language Arts Concepts Attainment: Boys and Girls," and (4) "An Analysis of Content and Task Dimensions of Language Arts Items Designed to Measure Level of Concept Attainment." Results indicate that boys and girls do not learn concepts equally well; that some English language arts concepts which are taught are not learned well; that the most difficult category of concepts is that dealing with "Words in Sentences," the easiest deals with "Words," and "Connected Discourse" falls in the middle; that the concepts appear to measure the factor "Attainable Language Competence"; that the tasks appear to measure the factor "Language Processing Ability"; and that "Attainable Language Competence" and "Language Processing Ability" are two independent learning modes. (Author/DD)

**ED 073 477** CS 200 370

Mantell, Arlene Lois

**An Assessment of Two Curriculum Strategies for Increasing Bidialectal Proficiency of Speakers of Non-Standard Dialect in the Fifth Grade in the New York Metropolitan Area.**

Pub Date 72

Note—157p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,605, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Grade 5, \*Language Proficiency, \*Linguistic Competence, Linguistic Patterns, Linguistic Performance, Negro Dialects, Non-standard Dialects, Standard Spoken Usage, Teaching Methods, \*Ten

Identifiers—\*Bialectalism

Two curriculum strategies were implemented and assessed in an effort to increase the bidialectal proficiency of fifth grade speakers of nonstandard Negro dialect. It was hypothesized that (1) children exposed to the curriculum strategies will show increased proficiency in their use of standard English; (2) children thus exposed will maintain proficiency in their use of nonstandard Negro dialect; and (3) children in low, medium, and high proficiency groups will increase in bidialectalism differently. The experimental group was exposed to the curriculum strategies for a 30 minute period 3 times a week for 14 weeks; the control group received regular instruction. All children received the Education Study Center Bidialectal Task for Determining Language in Economically Disadvantaged Children and the Test of Language Judgment. No significant differences between groups were found on either portion of the Bidialectal Task test; however, differences were found on the Test of Language Judgment. It was concluded that the curriculum strategies did not increase the number of standard English rules available to the nonstandard

dialect speaker and that the ability to choose appropriate language may not be dependent upon the number of rules (standard or nonstandard) included in the speaker's language system. (Author/HS)

ED 073 478 CS 200 371

Sorrells, Mary Suzanne Kirkman.  
Black Dialect: Current Linguistic Studies and Black American Novels.

Pub Date 71

Note—151p.; Ph.D. Dissertation, East Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,735, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*American Literature, \*Characterization (Literature), \*Comparative Analysis, \*Dialect Studies, \*Negro Dialects, Negro History, \*Negro Literature, Negro Stereotypes, Racial Factors

A representative group of black American novels was examined to discover the extent to which black dialect has been employed by black novelists, to determine the validity of the dialect used, to show a relationship between their representation of dialect and the era in which they lived, and to compare linguistic studies of black dialect with their representation of dialect. Linguistically verifiable features of black dialect were compiled, and each novel was examined for those features as well as for other variations in the speech of black characters. A survey of black American history was also made to determine the relationship between the existing racial climate and the dialect representations made by each author. Findings revealed that early black novelists were often forced to employ stereotyped dialect while later writers freed themselves to represent black speech realistically. Since "The Invisible Man" appeared, black novelists have also worked to represent the rhythms of black speech. It was concluded that black American novelists have attempted, in spite of tremendous social pressures to conform to whites' stereotypes of blacks, to present a fairly accurate record of black dialect. (Author/HS)

ED 073 479 CS 200 388

Maloney, Henry B., Ed.  
New English, New Imperatives.

National Council of Teachers of English, Campaign, Ill.

Pub Date 71

Note—117p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03855, \$2.50 non-member, \$2.25 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Creativity, Culturally Disadvantaged, Curriculum Evaluation, \*Educational Change, Educational Objectives, \*English Education, Language Arts, Liberal Arts, Literature Appreciation, \*Relevance (Education), Socioeconomic Background, Student Interests, \*Student Needs, Student Subcultures, Teaching Conditions, Technology

These nine papers presented at the 1969 Spring Institutes for chairmen of high school English departments and supervisors are intended to promote critical analysis of the schools and educational reform. The papers are (1) "Dartmouth and After: Issues in English Language Teaching" by Albert H. Marckwardt; (2) "English: Liberal Education or Technical Education?" by Fred T. Wilhelms; (3) "A Language Policy Across the Curriculum" by Nancy Martin; (4) "Toward a Response-Oriented Curriculum in Literature" by James R. Squire; (5) "Education and the Fourth Reform" by Edward Simpkins—recommends the use of technology to accomplish educational goals; (6) "Base for Creative Affirmation" by Delores Minor—suggests educational reforms to better serve the needs of socioeconomically and culturally deprived students; (7) "Creativity" by Geoffrey Summerfield—reiterates the need to foster creativity in students as a continuous stance; (8) "Who Let the Students In?" by Ernest B. Kelly—explores the phenomena of student culture and student power; and (9) "Responsibilities and Structures" by Geoffrey Summerfield—discusses the need for promoting confrontations with life in the classroom. Thirty-five provocative statements from the nine papers are appended as "Points for Discussion." (MF)

ED 073 480 24 CS 200 391

Kneif, Lotus M.

Linguistic Development among Mexican-American and Anglo Primary Students in the Public Schools. Final Report.

Arizona Univ., Tucson. Dept. of Educational Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-0-1-092

Pub Date 30 Nov 72

Contract—OEC-9-71-0028(057)

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Span, Conventional Instruction, Grade 1, Grade 2, \*Instructional Materials, Intelligence Factors, \*Language Arts, \*Language Development, Language Skills, Mexican Americans, Perceptual Development, \*Reading Instruction, Reading Materials, Reading Skills, \*Teaching Methods, Visual Perception

As a result of the interest in variables affecting language development, and because of concern with disadvantaged groups, this study, involving 134 first and second grade Mexican-American and Anglo students, investigated five questions: (1) Is language development affected by high structured instructional materials and procedures which teach specific skills? (2) Does training in the speed of perception and oculomotor control aid in language development? (3) Is the traditional language arts program adequate for language development? (4) Do attention and intelligence affect language development and are there interaction effects among these variables and differing instructional methods? and (5) Are there any differences in language development among Mexican-American students exposed to different instructional methods? Results indicated significantly higher reading means for both first grade experimental groups than for controls; visual perception did not affect reading performance; significant differences were found only at grade one among Mexican-American students; and no significant group differences on any variables existed among second grade groups. (HS)

ED 073 481 24 CS 200 406

Wilder, Larry Norton, Richard W.

The Effects of Pre- and Post-Choice Verbalization Instructions on Discrimination Learning in Young Children. Technical Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—WRDCCL-TR-229

Bureau No.—BR-5-0216

Pub Date Aug 72

Contract—OEC-5-10-154

Note—12p.; Report from the Speech and Cognitive Processes in Concept Learning Element of Program 1: Variables and Processes of Learning and Instruction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Grade 5, \*Learning Characteristics, \*Nursery Schools, Pictorial Stimuli, \*Verbal Learning, \*Visual Literacy

A total of 48 fifth-grade and 30 nursery-school subjects were administered picture pairs in a discrimination learning experiment. In addition to a control group, one group of subjects (pre-choice) was instructed to pronounce both items before choosing one, and another group (post-choice) was told to say both items after choosing one. The anticipation method was used, and the results indicated that there were no differences among the three conditions within either age group. The nature of the stimulus materials and the fact that control subjects pronounced their choice were discussed as possible factors contributing to the lack of differences. (Author)

ED 073 482 CS 200 412

Logan, Lillian M. And Others

Creative Communication: Teaching the Language Arts.

Pub Date 72

Note—464p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Communication Skills, Creative Writing, \*Elementary Education, Expository Writing, Grammar, \*Language Arts, Linguistics, Listening, Literature, Oral Expression, Reading, Speech, Speech Handicaps, Writing

This professional book is addressed to prospective and experienced teachers of language arts at the elementary school level. The authors argue that creative communication, the goal of the language arts, is attained best when the teacher nurtures each child's creative potential at the same time that he teaches essential linguistic skills. The book discusses principles and teaching strategies involved in the successful teaching of listening, speaking, reading, and writing. Emphasis is placed on the interrelatedness of these activities and on the child's need for freedom to experiment as well as his need for direction as he learns language skills. Literature is discussed as a catalyst that can motivate the child to further creativity. The problem of evaluation of students' work is examined from the developmental viewpoint of children's growth in language expression. The authors also suggest a variety of teaching activities to meet the individual differences of children at different developmental levels. An index is included. (Author/DI)

ED 073 483 CS 200 416

O'Hare, Frank

Sentence Combining: Improving Student Writing without Formal Grammar Instruction. NCTE Committee on Research Report Series, No. 15. National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—115p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 15959, \$2.50 non-member, \$2.25 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Composition (Literary), English, \*Grade 7, Grammar, Sentence Structure, \*Syntax, \*Teaching Methods, \*Transformation Generative Grammar, Writing

The purpose of this study was to develop a sentence-combining system for teaching composition to seventh grade students. The exercises were designed so as to be independent of the students' previous knowledge of grammar. Chapter 1 examines recent studies in language and writing. The first part of chapter 2 demonstrates that normal growth in syntactic maturity can be measured in quantifiable terms. The second part of the chapter describes and suggests a rationale for sentence-combining practice. Chapter 3 discusses the design and procedures of the study. The results of the study, discussed in chapter 4, indicate that the students practicing sentence-combining achieved a significant degree of syntactic maturity, and their compositions were judged to be significantly better in quality than those written by students who did not have such practice. The conclusions and implications of the study are discussed in chapter 5: the fact that seventh graders' writing can be improved within eight months suggests that sentence-combining practice could be a valuable contribution to a composition program. Appendixes provide sample lessons and exercises as well as composition evaluation assignments. (Author/DI)

ED 073 484 24 CS 200 417

Farley, Frank H. Schuller, Joseph

Children's Learning from Discourse: Word Arousal and Spread-of-Arousal Effects in Short- and Long-Term Retention. Technical Report No. 242.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No.—BR-5-0216

Pub Date Nov 72

Contract—OEC-5-10-154

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Grade 5, Learning, Prose, Reading, \*Recall (Psychological), \*Retention, \*Word Lists, \*Word Recognition

The effects on short- and long-term recall of words varying in arousal value inserted into prose were studied in 720 fifth-grade children. A 2 x 2 x 2 x 3 design was used consisting of two levels of word arousal value (high and low), two retention



tion intervals (immediate and one week), two directions of the to-be-recalled words from the inserted arousal words (preceding or following the arousal words), and three distances of the to-be-recalled words from the inserted arousal words (one, three, or five words distant). Results were analyzed according to three error types: extralist, intralist, and omissions. No main effect of arousal or interaction with retention interval was obtained. The extralist error analysis revealed that high-arousal words significantly facilitated performance in a forward direction and inhibited or impaired it in a backward direction relative to the effects of the low-arousal words, which inhibited or impaired performance in a forward direction and facilitated it in a backward direction. The direction of this interaction was the same, though not significant, for the omission errors. Intralist errors were so low as to make consideration of them of dubious value. (Author/DI)

**ED 073 485** CS 200 421

*Brisbin, Charles Dan*

**An Experimental Application of the Galvanic Skin Response to the Measurement of Effects of Literature on Attitudes of Fifth Grade Students Toward Blacks.**

Pub Date 71

Note—173p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,528, MFilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**  
Descriptors—\*Affective Objectives, Children, Ethnic Groups, \*Grade 5, \*Literature, \*Negroes, \*Racial Attitudes, Racial Discrimination

An experiment was conducted to measure the effects of selected literature on white fifth graders' attitudes toward blacks as measured by self-reported rankings and the Galvanic skin response. The experimental group of twelve students read and discussed books with positive representations of blacks, while the control group of twelve students read and discussed books with neutral representations of blacks. It was found that the experimental group ranked blacks more positively as a result of the treatment. But the Galvanic skin responses revealed no differences between the two groups. The treatment was considered enough to cause a verbalized change, but not sufficient to cause emotional re-orientation. It was concluded that the power of literature to shape attitudes seems to be overestimated. True attitudinal change will require more extensive and intensive programs, possibly containing selected literature as one component. (Author/DI)

**ED 073 486** CS 500 106

*Ochs, Donovan J.*

**Social Movements: A Place for Conspiracy.**

Pub Date Dec 72

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activism, Conflict, \*Dissent, Individual Power, \*Individual Psychology, Political Attitudes, \*Political Science, \*Psychological Characteristics, \*Rhetoric, Social Attitudes, Social Problems

One frequently encounters innuendoes, charges, allegations, threats, and rationales of conspiracy in studying the role of rhetoric in social movements. While "full discussion of competing ideas," holds high repute, "people meeting to plot some action," is disreputable and under some conditions illegal. This paper focuses on existing definitions of conspiracy in the fields of law, sociology, and political science. The author distinguishes between real as opposed to fictional conspiracies. The paper also tries to answer three questions: (1) What are the philosophic bases of conspiracy? (2) What sorts of persons are prone to believe that a conspiracy exists? (3) And what criteria must be present before a conspiracy is credible? (Author/LG)

**ED 073 487** CS 500 149

*Purnell, Sandra E.*

**Transvaluation of Values.**

Pub Date Dec 72

Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attitudes, Change Agents, Communication (Thought Transfer), Dissent, Public Opinion, \*Rhetoric, \*Rhetorical Criticism, Social Behavior, \*Social Change, \*Social Values, \*Symbolism, Verbal Communication

The enthymeme—a syllogism in which one proposition is unexpressed—is adapted by the author to rhetorical analysis of movements and becomes the foundation for a theory of social change emphasizing social values and their historical transformation. Relating the enthymeme to the Burkean concepts of acceptance, rejection, casuistics stretching, and gang morality, the function of the enthymeme in stable periods and during periods of social upheaval is compared. A movement is viewed as a public drama—an extended rhetorical transaction occurs between competing systems of order and a mass, public audience. The essential nature of a social movement, from this perspective, is rhetorical. A movement involves the redefinition, creation, and reordering of key terms which are code words for whole complexes of value, attitude, belief, and devotion. The author suggests that the study of social change might most appropriately be the study of changing symbol systems through rhetorical analysis. (Author/LG)

**ED 073 488** CS 500 153

*Holdridge, William E. Lashbrook, William B.*

**Lexical Dimensions of Small Group Leadership.**

Pub Date Dec 72

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), Group Behavior, \*Group Relations, Interaction Process Analysis, \*Language Styles, Language Usage, \*Leadership Styles, Oral Communication, Problem Solving, Role Perception, \*Verbal Communication, Written Language

One hundred and ten college students, placed in 22 problem solving discussion groups, interacted for three fifty minute periods each. Three trained observers systematically recorded the interaction. Group members were classified as being task or socio-emotionally oriented and the functional leader in each group was identified by role category. Following the final discussion period each group member was instructed to write a 150 word essay dealing with the members' perceptions of what constituted the group solution to the discussion and their affective relationships with other group members. These essays were subjected to cloze procedure construction and analysis. The results tended to support the conception that groups develop a language syntax and that differential syntactical comprehension by group members serves to elucidate their respective roles within that context. However, the experimenter's earlier contention that an analysis of a group's language will differentiate the two dimensions of leadership (task and socio-emotional) along with their respective followers remains undemonstrated. (Author/LG)

**ED 073 489** CS 500 154

*Schuelke, L. David*

**Subject Matter Relevance in Interpersonal Communication, Skills, and Instructional Accountability: A Consensus Model.**

Pub Date Dec 72

Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, \*Communication (Thought Transfer), Course Content, Educational Accountability, \*Educational Strategies, Instructional Innovation, Interaction, \*Interpersonal Competence, \*Models, \*Relevance (Education)

The author supports the position that change in the basic speech course is needed and proposes a consensus model to achieve this change. A consensus model approach to the basic course provides for a reduction in entropy regarding objectives, activities, and progress in the classroom. Applying the theories of interpersonal communication taught in the classroom to actual classroom operation, decisions in the classroom would be based on consensus between student and instructor. Consequently, the author suggests that the basic course would provide an opportunity for sharing information and values about the broad field of communication. This approach

would provide an opportunity for greater understanding of the historical, critical, experimental, and social ramifications of communication; a potential for a deeper level of understanding between students and instructor; and a worthwhile educational experience. In line with this position, the author suggests that the subject matter of communication courses should include a wide range of communication related subjects as materials for student performance. (LG)

**ED 073 490** CS 500 156

*Smith, Robert M.*

**Communication Variables Appropriate to Gaming and Simulation.**

Pub Date Dec 72

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classroom Materials, \*Communication (Thought Transfer), \*Games, \*Instructional Aids, \*Instructional Innovation, Interaction Process Analysis, Research Design, \*Research Methodology, \*Simulation

This paper discusses potential uses for simulations and games in communication research and instruction. For research purposes, simulations can be used for increasing coherence within and among theories and for consolidating knowledge. As operational models for the study of interpersonal communication, simulations enable and facilitate the study of certain communication variables under dynamic development. The author cites the variables—commitment, concession, deterrence, threat, promise, and brinkmanship—which benefit most from investigation under dynamic development. In the classroom, simulations can be used to clarify cause-effect relationships. The direct consequence and almost instantaneous feedback characteristics of simulation techniques have great potential for demonstrating concepts which require actual experience. The author cautions against indiscriminate use of "packaged" games and simulations for instructional purposes. Many of the available "packages" unfortunately lack any relation to theory and are for all practical purposes useless. (LG)

**ED 073 491** CS 500 157

*Hill, Timothy A.*

**An Experimental Study of the Relationship Between the Opinionatedness of a Leader and Consensus in Group Discussions of Policy.**

Pub Date Dec 72

Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Science Research, Decision Making, \*Discussion Groups, Group Behavior, \*Group Dynamics, \*Interaction Process Analysis, \*Leadership Qualities, \*Opinions, Problem Solving, Statistical Analysis

The author trained confederates to exhibit either opinionated, moderately opinionated, or unopinionated styles of leadership, then assigned them to discussion groups. Each group was assigned a specific topic and instructed to decide on a specific policy toward the topic. They were also asked to make ratings that measured four other attitudes: the degree of the group consensus, the leader's maintenance of his status, perceptions of the leader's credibility, and the members' satisfaction with the group outcome. Results of the study show that: (1) both unopinionated and moderately opinionated leadership appear to be related to achievement of group consensus; (2) varying degrees of opinionated leadership seem to relate consistently to member impressions of the leader's credibility; (3) the level of leader opinionatedness does not seem to relate directly to leadership maintenance or member impressions of dynamism; and (4) there seems to be no direct relationship between level of leader opinionatedness and members' satisfaction with the process. (Author/RN)

**ED 073 492** CS 500 158

*Jenkins, Susan M.*

**Information Available from Various Formats to Retrieve Data.**

Pub Date Dec 72

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Coordinate Indexes, Indexes (Locaters), \*Information Retrieval, \*Information Storage, Research Methodology, \*Research Tools, Search Strategies, \*Subject Index Terms, Thesauri

The author discusses information retrieval systems with particular emphasis on the assignment of descriptor terms. She first explains the method of determining terms by deriving key words from a title or abstract, a procedure that can often be carried out by a computer. After discussing the problems of derived indexing, the author explains the procedure of assigning terms to an article, a slower process that requires indexers who are familiar with the discipline. This provides greater control over the information. The author then describes the efforts of an ad hoc committee of the Speech Communication Association to organize and begin to establish a retrieval system useful for researchers in the communications discipline. (RN)

**ED 073 493** CS 500 159

Holdridge, William E.

**Dimensions of Teacher Credibility and Faculty Course Evaluation.**

Pub Date Dec 72

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Course Evaluation, Educational Research, Evaluation Methods, \*Factor Analysis, \*Individual Characteristics, Personality Assessment, Statistical Analysis, Student Teacher Relationship, \*Teacher Evaluation, \*Teaching Skills

The author begins with a general review of source credibility research, as an introduction to his study on the dimensions of credibility for teachers in the classroom and the dimensions of faculty-course evaluation questionnaires. His investigation utilized 46 semantic differential scales for the concepts "this teacher" and "this class," using as subjects 575 students enrolled in a basic speech communication course. Factor analysis of the data for teachers resulted in a four-factor solution: sociability, extroversion, competence, and composure. Factor analysis of the course evaluation data resulted in three factors: general course evaluation, instructional methods, and instructor impact. The author concludes that future investigations on source credibility should be directed to specific populations, or source types, such as teachers in the classroom, an area which has been given "little attention" in the studies of communication phenomena. (Author/RN)

**ED 073 494** CS 500 160

Arnold, Robert L.

**Auto Instructional Television Production at Florida Technological University.**

Pub Date Dec 72

Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Autoinstructional Aids, \*Autoinstructional Programs, College Instruction, \*Communication (Thought Transfer), Instructional Films, Instructional Innovation, \*Mass Media, \*Media Technology, Models, Video Tape Recordings

A series of ten video-taped lessons (5 to 7 minutes long) dealing with specific methods of television production used in the Florida Technological University television laboratories were created and used by non-broadcasting majors in two experimental courses. The instructor met with students in the beginning of each quarter and gave brief directions for using the tape recorder and keeping their practice logs current. The students were responsible for scheduling viewing, observation, and practice sessions at their own convenience and the availability of the studios. Near the end of the quarter a production proficiency program was produced with each of the students serving in each of the ten production capacities, through a series of "round-robin" exercises. Based on the effectiveness of this approach, auto instruction tapes are now being used in broadcast performance courses and the instructional television course with additional tapes being developed to include new areas. (Author/LG)

**ED 073 495**

Stevens, John D. Porter, William E.

**The Rest of the Elephant: Perspectives on the Mass Media.**

Pub Date 73

Note—186p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95 cloth, \$3.95 paperback)

**Document Not Available from EDRS.**

**Descriptors**—Audiences, \*Broadcast Industry, Business, \*Communication (Thought Transfer), Economics, \*Information Dissemination, Journalism, \*Mass Media, Media Technology, \*News Media, Radio, Television

This book presents an analytical introduction to the study of the mass media. Aspects of media that have received little attention—audiences, economics, working processes and ethics—are treated in the four sections of the book. Section one covers symbiosis between the medium and the audience. Section two discusses the way in which business and financial considerations affect the operations and development of particular media. Section three emphasizes media technology and the importance of the organizational structure and operating processes. Section four focuses upon the individual professional journalist, particularly on the journalist's changing view of his/her job. Each section combines original text with anthologies of contrasting viewpoints and special expertise. An additional readings section is included at the end of the book, listing several sources on a variety of topics. (Author/LG)

**ED 073 496**

Mack, Herschel Lewis

**Factors in Cognitive Processing Which Influence Responses to Persuasive Communications.**

Pub Date 70

Note—123p.; Ed.D. Dissertation, Bowling Green State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-14,190, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavioral Science Research, \*Changing Attitudes, \*Cognitive Processes, Communication (Thought Transfer), \*Information Theory, Listening Comprehension, \*Persuasive Discourse, Speech Comprehension, Statistical Analysis

The author discusses a study designed to examine a communications problem from a cognitive processing viewpoint, to determine if a change in the amount of cognitive processing time available to a listener could affect his response to a given message. To specify the internal sources of input brought to a message receiving situation, the author used the McGuire inoculation model of attitude change to vary the sources of stimulation. For study of external sources of input, he varied the rate of message presentation. Results showed that neither attitude change or comprehension of the message were significantly different between those subjects who listened to an inoculating message and those who had not. The study did provide some evidence concerning the effects of rate of information input on the cognitive processing activities. Both comprehension and attitudinal change were affected by input rates, although some attitudinal dimensions were less affected by rate changes than others. (Author/RN)

**ED 073 497**

Zacharias, Donald W.

**Teaching Communication and Contemporary Dissent.**

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—College Students, \*Communication (Thought Transfer), \*Conflict, Course Objectives, Curriculum Guides, \*Dissent, \*Educational Strategies, Minority Groups, \*Persuasive Discourse, Political Attitudes, Rhetoric, Social Attitudes

The rise of persuasive agitation within the past decade has led to the development of courses in contemporary dissent and a reexamination of persuasive practices in society. This study examines

CS 500 161

the issues raised by these courses and proposes a detailed approach to the teaching of communication and contemporary dissent. Special recommendations are proposed for successful teaching and testing strategies, based upon the author's experiences in three years of teaching a dissent course. The development of course objectives, basic reading, selections and classroom procedures designed for study in the areas of freedom of speech; contemporary advocacy and social order; and social movements are specifically addressed. A sample course syllabus of six units: the Movement for Equal Rights, Student Activism and Campus Protest, Women's Liberation, the Chicano Movement, the Indian Movement, and the Radical Right accompanies the main text. (LG)

**ED 073 498**

Bryan, George B.

**Devices for Deviling Classes in Theatre History.**

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Acting, Classical Literature, \*Drama, \*Library Reference Services, Literary History, \*Performance Contracts, Project Training Methods, \*Teaching Techniques, \*Theater Arts, Undergraduate Study

**Identifiers**—\*Theater History

In addition to the use of the lecture-discussion method of teaching theatre history, the author contends that this approach can be augmented by the process of "deviling" (adding spice) to the learning situation. At the University of Vermont, theatre history courses have been taught with a variety of deviling exercises, which include: (1) performance contracting, which is applied to research papers; (2) historical reconstruction, whereby the student is given a copy of an old playbill and assigned the task, through library research, of answering questions concerning the production, historical background, and/or personalities; (3) biography, whereby with similar material, the student focuses his investigation on an historically known actor, his performances, career, and style; (4) investigations of parodies of legitimate plays to determine the original sources and situations; and (5) textual verification, to verify with primary sources the accuracies of statements made in certain theatrical textbooks. (Author/RN)

**ED 073 499**

Waack, William

**The Evanston Township High School Speech Arts Department.**

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Career Education, \*Cocurricular Activities, \*Departments, Interdisciplinary Approach, \*Program Content, Program Development, \*Secondary Grades, Speaking Activities, \*Speech Curriculum

The basic goal of the speech department at Evanston Township High School is to provide opportunities for each student to develop his innate talents and creativity and to develop means by which he may effectively communicate. The department offers twelve courses in the areas of speech communication, oral interpretation, radio-television, and theatre. Cocurricular activities include major theatre productions, experimental productions, oral interpretation showcases, and debate and forensics programs. Future goals for improving instruction are: (1) expansion of a pilot program in communications for the educationally disadvantaged; (2) further investigation and implementation of interdisciplinary courses; and (3) further investigation of current emphasis on career education in the speech arts. The report concludes with a list of course descriptions. (Author/RN)

**ED 073 500**

Pace, R. Wayne And Others

**Communicating Interpersonally: A Reader.**

Pub Date 73

Note—272p.

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$4.95 paper)

**Document Not Available from EDRS.**

CS 500 164

CS 500 162

CS 500 165

CS 500 163

CS 500 166



Descriptors—College Instruction, \*Communication (Thought Transfer), \*Communication Problems, \*Communication Skills, \*Interpersonal Competence, \*Interpersonal Relationship, Language Role, Nonverbal Communication, Perception, Semantics

Through the processes of communication, we establish and maintain or disrupt relationships. Understanding others and being understood involves a cooperative effort toward achieving a commonality of meaning, and effectiveness in our relationships requires a genuine knowledge of and skill in communicating interpersonally. This book is designed to help students acquire knowledge of what it means to communicate with others; what behaviors and other factors influence—positively and negatively—effective relationships; what might be anticipated as the consequence of changing communicative style; and how improvement in interpersonal relationships might be achieved through more effective communication. Organized into topics, these four sections contain provocative essays, contributed by professionals in the field, which provide in-depth analysis of the communication process. The book notably includes several classic readings that are out of print or for other reasons are inaccessible. (Author/LG)

ED 073 501 CS 500 167  
Carstens, Jerald

An Investigation of Curricular Programs and Procedures for Summer Speech Institutes.

Pub Date Dec 72

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cocurricular Activities, College High School Cooperation, Debate, \*Secondary Grades, \*Speech Instruction, Speech Skills, \*Summer Institutes, \*Summer Programs, Surveys, Theater Arts

The results of a survey conducted in 1971-72 to examine the nature and scope of high school speech institutes are discussed. The author examined responses from 52 schools (out of a total of 82 to whom questionnaires had been sent) on such factors as institute dates, financing, events included, staffing, and recruitment. Although 20 different events were listed as being part of at least one institute, debate was the most frequently included event. The institutes were considered self-supporting by 69 percent of the schools, while the remaining 31 percent partially subsidized the institutes. Depending on the length of the institute, most respondents charged between \$26 and \$75 for tuition. The author concluded that high school summer speech institutes at colleges and universities can prove to be a valuable method for providing speech training for high school students and, at the same time, for attracting students to the institution and to the field of speech communication. (Author/RN)

ED 073 502 CS 500 168  
Whitehead, Jack L.

Effects of Noise on Small Group Interaction.

Pub Date Dec 72

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Acoustical Environment, \*Behavioral Science Research, \*Communication (Thought Transfer), Environmental Influences, Environmental Research, Group Behavior, \*Group Dynamics, Interaction Process Analysis, \*Psychoacoustics

This study reports an analysis of the effects of moderate levels of noise on task performance of an interacting group. Groups of students first interacted in information-sharing discussions under varying conditions of noise and then responded to an objective test over the shared information and to a series of semantic differential scales designed to measure their subjective responses to noise. Four groups of five subjects each were assigned to each of three experimental conditions and one control condition. Measures were obtained of group task performance and of subjective perceptions of noise under conditions that included 50, 60, and 70 dBC levels. Results showed that performance on information-sharing tasks by small groups was unaffected by moderate levels of outside noise, although there were differences in the subjects' perceptions of the noise. (Author/RN)

ED 073 503

Rosenwasser, Marie E. J.

Growing Up from Another Perspective: The Countermovement.

Pub Date Dec 72

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Conflict, \*Females, \*Feminism, \*Organizations (Groups), Persuasive Discourse, Political Issues, \*Rhetoric, \*Rhetorical Criticism, Sex Discrimination, Social Problems, Social Values

The countermovement to the women's liberation movement has been varied both in origin and organization and has been slow in making its impact. Presented in this paper is an analysis of several countermovement strategies which focus upon the issues of opposition to the Equal Rights Amendment, abortion law reform, and arguments about the nature of woman. The rhetoric of countermovement organizations such as Pussycats, Females Opposed to Equality, and Happiness of Womanhood is examined and discussed in relation to these issues. The issues of argument validity, the extent to which the rhetors of the countermovement understand and refute the arguments advanced by the movement women, identifying the dominant strategies for gaining publicity, and converting potential members to the ideals of the countermovement are analyzed by the author. It is concluded that by attacking superficial failures of the movement, exaggerating and misinterpreting movement issues, and misunderstanding what American women want and think, the countermovement has failed to come to grips with the essence of the movement. (Author/LG)

ED 073 504

Motley, Michael T.

Acoustic Correlates of Lies.

Pub Date Nov 72

Note—13p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Auditory Discrimination, Auditory Perception, \*Behavioral Science Research, Behavior Theories, \*Motor Reactions, \*Oral Expression, \*Psychophysiology, Spectrograms, Spontaneous Behavior

The author reports the results of a study based on an assumption that there might be an association of certain acoustic variables with the telling of lies. Twenty subjects were asked to perform two tasks, each involving four short oral responses, one of which was a lie. The responses were subjected to spectrographic analysis, and the task of the experimenter was to predict which of the four responses in each set was the lie. When minimum duration of response was used as the criterion, the lie responses were accurately identified with a high degree of reliability. The second part of the study involved twenty additional subjects, who were asked to replicate the lie identifications on the same responses simply on the basis of what they heard on a tape. They were unable to make accurate identifications of lie responses, regardless of whether or not they were informed of the duration cue. The author views this study as an initial attempt to reveal certain interrelationships between components of the encoding process. (RN)

ED 073 505

Brooks, William D.

Speech Communication.

Pub Date 71

Note—299p.

Available from—Wm. C. Brown Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$6.50)

Document Not Available from EDRS.

Descriptors—College Instruction, \*Communication (Thought Transfer), \*Communication Skills, Decision Making, Group Relations, Information Theory, \*Interpersonal Competence, Mass Media, Nonverbal Communication, \*Public Speaking, \*Speech

Presented in this book is a view of speech communication which enables an individual to become fully aware of his or her role as both initiator and recipient of messages. Communication is treated broadly with emphasis on the un-

CS 500 169

derstanding and skills relating to various types of speech communication across the broad spectrum of human communication. The basic concepts of communication theory and thesis application to public address, interpersonal communication, and societal and cultural communication are presented. A summary and a suggested reading list are included at the end of each chapter. (LG)

ED 073 506

Heston, Judee K.

Effects of Personal Space Invasion and Anomia on Anxiety, Nonperson Orientation and Source Credibility.

Pub Date Dec 72

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, \*Communication (Thought Transfer), \*Conflict, Environmental Influences, Individual Characteristics, \*Nonverbal Communication, Perception, Personality Assessment, \*Reactive Behavior, Space Orientation, \*Stimulus Behavior

It is hypothesized that subjects who are highly anomic will demonstrate less anxiety and higher nonperson orientation than normal subjects will when personal space is invaded. Fifty-six pretested subjects classified as either anomic (14 males, 14 females) or normal (14 males, 14 females) were placed in one of two interview conditions: personal space invasion or no invasion. Half of the anomics and half of the normals were placed in each interview condition. Immediately following the individual five minute interviews, state and trait anxiety scales, written essays upon which a nonperson orientation ratio was based, and source credibility scales were completed by the interviewees. A 2x2 factorial design, with high and low anomia as one factor and personal space invasion or no invasion as the other, was used. Analysis of the data did not result in confirmation of the major hypothesis, although several subordinate hypotheses were supported. A thorough discussion of the total results is included. (Author/LG)

ED 073 507

Jaffe, David Lawrence

The Impact of the Mass Media on Source Commitment.

Pub Date 72

Note—192p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,697, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Attitude Tests, \*Behavioral Science Research, \*Changing Attitudes, \*Communication (Thought Transfer), Information Dissemination, \*Information Theory, Journalism, \*Mass Media, Persuasive Discourse, Radio

The author reports a study conducted to explore the role of mass media in creating source commitment, which he defines as a type of public commitment to content of a message produced under conditions in which a person encodes a message for others. The major hypothesis predicted that greater commitment would be produced within persons who encoded messages for transmission by the mass media. Subjects were first pretested to determine attitudes on twenty topics. Those selected as experimental subjects were asked to encode messages on two topics, consistent with their attitudes. After transmission of some of the messages, subjects were exposed to persuasive messages advocating counter positions, and then posttested on their attitudes. Those selected as control subjects also received the counterpersuasion and the posttests, but did not encode messages for mass transmission. Results showed that type of source commitment was not affected by the experience of developing and transmitting messages through mass media. (Author/RN)

ED 073 508

Scott, F. Eugene

"Civil Rights in Northern Ireland: By Damn We've Got Their Attention Now!"

Pub Date Dec 72

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

CS 500 172

CS 500 174

Descriptors—Civil Disobedience, \*Civil Rights, Culture Conflict, Demonstrations (Civil), \*Mass Media, Political Attitudes, \*Political Issues, \*Religious Conflict, Religious Discrimination, \*Social Action, Social Attitudes  
Identifiers—\*Northern Ireland

The author discusses how the civil rights movement in Northern Ireland captured international public attention during the 1968-1969 period, through some of the rhetorical efforts of its leaders. Prior to 1968 the Irish Republican Army movement faced problems of apathy among its followers and neglect by governments of both Northern Ireland and England. Leaders then decided that dramatic action was required to give the movement more necessary television exposure. In 1968, therefore, they embarked on strategies of agitation and confrontation, which attracted the attention of the media, especially when the Northern Ireland government overreacted to the situations. With their expanded visibility I.R.A. activists began to exercise some degree of sophistication in their use of the media to exploit the government reactions and win international sympathy for their cause. (Author/RN)

ED 073 509 CS 500 177

Pruett, Robert E.

**The Changing Communication Roles of the Communist Party Congress.**

Pub Date Dec 72

Note—7p; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communism, Freedom of Speech, Governmental Structure, \*Information Dissemination, Political Influences, \*Political Power, \*Power Structure, Propaganda, \*Social Systems  
Identifiers—\*Communist Party Congress (USSR), Soviet Union

The author begins with a description of the purpose of the Communist Party Congress and traces its development from an open forum of debate and discussion (prior to 1924) to its more conservative and restrictive position. He contends that with its current emphasis on conservatism, the Communist Party Congress has three communicative roles: (1) it is a source of information on policies decided at other levels of authority, with little debate or discussion; (2) it serves as a propaganda both for domestic and foreign audiences; and (3) it is now a public form for denouncing dissident elements within the party. (Author/RN)

ED 073 510 CS 500 178

McMillan, Sandra

**Toward a Unified Communication Theory.**

Pub Date Nov 72

Note—24p; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, \*Behavior Theories, Conceptual Schemes, Fundamental Concepts, \*Information Theory, \*Language Universals, Linguistic Theory, \*Symbolic Language, Theories

After discussing the nature of theory itself, the author explains her concept of the Unified Communication Theory, which rests on the assumption that there exists in all living structures a potential communication factor which is delimited by species and ontogeny. An organism develops "symbol fixation" at the level where its perceptual abilities exceed its immediate or local needs. Throughout this process "symbol manipulation" occurs, but it is most highly developed among higher primates. Symbol manipulation occurs when the organism reaches a level of concern beyond simple life functions and when perceptions on internal feelings can be externalized. "Symbol stagnation" occurs at the most rudimentary level of perception, impairing the fixation process and ultimately distorting communication. The author closes with suggestions for implementation of current data and for "pioneer" areas of further research. (Author/RN)

ED 073 511 CS 500 179

McLaughlin, Margaret L.

**Credibility and Individual Differences: An Anter-native to Factor Analysis.**

Pub Date Dec 72

Note—28p; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, Behavior Rating Scales, Communication (Thought Transfer), \*Individual Characteristics, Multidimensional Scaling, \*Perception, Personality Assessment, Political Affiliation, \*Political Attitudes, \*Psychological Studies, \*Public Opinion  
Identifiers—\*Source Credibility

This study was undertaken to illustrate the application of a multidimensional individual-differences approach to credibility judgments as an alternative to factor analysis. Judgments of aspirants to the presidency of the United States were specifically studied. Ten stimulus-persons, varying in sex, political affiliation, and (apparent) ideology, were selected from the set of known aspirants to the presidency as of February 1972. Seventy undergraduates at the University of Illinois at Urbana participated in the study. It was found that credibility data for the group were best represented by a three-dimensional space with factors reflecting (1) the honesty of an aspirant as a function of his political ideology, (2) the seriousness of a candidate's aspirations, and (3) the candidate's television image. The competency of aspirants did not appear to be a factor in assessment. Four viewpoint factors were extracted from the subjects by a credibility ratings matrix, and credibility configurations were obtained for subjects loading highly on each viewpoint. The configurations for the subject clusters were found to vary in nature and number of dimensions. (Author/LG)

ED 073 512 CS 500 180

Brunsting, Bette And Others

**Speech Education in a Small, Medium, and Large College.**

Pub Date Dec 72

Note—25p; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), Courses, \*Methods, Secondary School Teachers, \*Speech, Speech Education, \*Student Teaching, \*Teacher Education, Teacher Education Curriculum, Teaching Methods, Teaching Procedures, Undergraduate Study

This collection of papers describes and discusses speech communication methods courses for prospective secondary school teachers at Central College, Pella, Iowa; Marshall University, Huntington, West Virginia; and the University of Maryland. Essentially, all three approaches stress a synthesis of theory and practical experience, integrating various teaching procedures with the teaching of high school speech. The degree of interdependence between the speech education program and the college of education appears to be influenced by institution size, i.e., the smaller the institution the closer the relationship between the speech department and the college of education. The papers conclude with a bibliography for speech and drama in the secondary school. (LG)

ED 073 513 CS 500 181

Brooks, Deems M., Ed.

**Speech Communication Instruction: A Reader.**

Pub Date 72

Note—367p.

Available from—David McKay Co., Inc., 750 Third Avenue, New York, N.Y. 10017 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—College Teachers, \*Communication (Thought Transfer), \*Communication Skills, Course Content, \*Educational Strategies, Instructional Aids, Instructional Innovation, Secondary School Teachers, Speech Instruction, \*Teaching Procedures, Teaching Skills, \*Teaching Techniques

Brought together in this volume are writings concerning communication and communication education. This collection of writings contains themes which are carried out within and between units. It is designed to give novice teachers of speech communication basic insights and skills for instruction at either the secondary or the college level. Leading selections taken from a variety of different professional sources are concerned with some of the more recent developments in (1) speech communication, (2) teacher

training, (3) instructional planning, (4) media and teaching methods, (5) interracial teaching, and (6) criticism and evaluation. Summaries of the instructional methods and strategies discussed accompany several of the sections. (Author/LG)

ED 073 514 CS 500 182

Kleiman, David C.

**Speech Communication Course for the Prospective Teacher: A Social Systems Approach.**

Pub Date Dec 72

Note—9p; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Communication, Classroom Environment, \*Communication (Thought Transfer), Educational Strategies, \*Interaction, Social Influences, \*Teacher Behavior, \*Teacher Education, Teacher Role, Teaching Styles, Undergraduate Study

The linear orientation toward the teaching of speech communication courses designed for prospective teachers is criticized in this study for its too simplistic speaker/message/receiver paradigm. In support of the position that a far broader and more complex pattern of communication must be embraced if any contemporary theorizing about communication is to explain any meaningful portion of the communication process, the author suggests a social system approach. Under this approach the classroom is viewed as dependent upon its external environment for its existence and function and as part of an organized system of activity. This system is termed social and includes many different persons in interaction who perform many different functions interdependently and whose actions are socially promulgated and enforced. Emphasis is placed upon teacher behavior and the faculty peer group as a determinant of teacher communication in the classroom. The author calls for the development of speech communication courses for prospective teachers which recognize the teacher as part of this social system. (LG)

ED 073 515 CS 500 193

Reynolds, William M. Sexton, John E.

**ERIC First Analysis: 1973-74 National High School Debate Resolutions.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date May 73

Contract—OEC-0-72-4636

Note—70p.

Available from—Speech Communication Association, Statler Hilton Hotel, N.Y., N.Y. 10001 (\$25 per book, \$15 per book for 10 or more; prepaid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Communication (Thought Transfer), \*Debate, Economically Disadvantaged, \*Economic Research, High School Students, Low Income Groups, \*Poverty Research, Public Speaking, Secondary Education, \*Secondary School Students

Identifiers—\*National High School Debate Resolutions (1973 74)

Background information on the underlying issues of the 1973-74 National High School Debate Resolutions, which were designed to explore the necessity for and the feasibility of developing new federal programs to curb poverty, is contained in this handbook. Part 1 examines the problem of poverty in the United States—definitions, dimensions, causes, and effects. Part 2 describes current local, state, and federal antipoverty programs. Part 3 considers some of the pros and cons of attempting to control poverty through such approaches as a guaranteed minimum income, public work for those living in poverty, and comprehensive welfare. An annotated bibliography, including a number of documents available through the ERIC system, concludes the book. (See CS 500 194 for related document containing primary resources for the topic.) (TO)

ED 073 516 CS 500 194

Reynolds, William M., Ed.

**National High School Debate Topic (1973-74)**

**(What Should Be the Role of the Federal Government in Extending Public Assistance to**



**All Americans Living in Poverty): Primary Resources.**

Speech Communication Association, New York, N.Y.

Pub Date May 73

Note—900p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (1 packet of 10 microfiche, \$3.50 pre-paid)

**Document Not Available from EDRS.**

Descriptors—\*Debate, \*Economically Disadvantaged, Employment Programs, Federal Government, \*Federal Programs, \*Government Role, Guaranteed Income, Low Income Groups, \*Poverty Programs, Unemployment, Welfare

Identifiers—\*National High School Debate Resolutions (1973-74)

The National High School Debate Problem Area for 1973-74 centers on the questions, "What is the role of the federal government in extending public assistance to all Americans living in poverty?" This collection of federal government documents and periodical articles supplements the "ERIC First Analysis" of the topic (CS 500 193) and focuses on three selected resolutions and discussion topics, i.e., the role of the federal government in guaranteeing a minimum annual income, providing a full employment program, or enacting a program of comprehensive welfare. The collection is contained on ten microfiche with approximately 90 pages on each fiche, a total of 900 pages of relevant material. (RN)

**EA**

ED 073 517 24 EA 004 762

Templeton, Ian

Student Rights and Responsibilities. Educational Management Review Series Number 14.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Feb 73

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Board of Education Policy, Court Cases, Court Litigation, Dress Codes, \*Due Process, Equal Protection, Freedom of Speech, \*Literature Reviews, Marital Status, Pregnant Students, Search and Seizure, \*Student Responsibility, \*Student Rights, \*Student School Relationship

This review of the literature should prove helpful to school administrators in their efforts to stay abreast of judicial limitations on their decision-making authority. The author cites literature that examines court decisions affecting student rights in general and publications discussing some of the court decisions that pertain to only one or two areas of student rights. In addition, the reviewer touches on literature concerned with student codes and administrative concerns. Eighteen of the 30 documents reviewed are available from the ERIC Document Reproduction Service. (Author/JF)

ED 073 518 EA 004 808

Fair Dismissal Procedures. Oregon School Study Council Bulletin, Volume 16, Number 5.

Oregon School Study Council, Eugene.; Oregon Univ., Eugene. Field Training and Service Bureau.

Pub Date Jan 73

Note—31p.; Presentation at Oregon Association of School Administrators first Professional Growth Seminar (Eugene-Portland-Pendleton, Oregon, October, 1972)

Available from—Field Training and Service Bureau, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Boards of Education, Conference Reports, Costs, \*Due Process, Educational Legislation, Guidelines, \*State Laws, Superintendents, Supervisors, Teacher Discipline, \*Teacher Dismissal, Teacher Evaluation, Teachers, \*Tenure

Identifiers—\*Oregon

This report discusses the new Oregon fair dismissal law, and examines the role of district administrators in the procedures leading to dismissal of certificated staff. The text provides (1) pertinent excerpts from the law, (2) major points of two dismissal case studies showing subtle variables in the dismissal process, (3) suggestions regarding evaluation procedures, (4) information on the costs of dismissal procedures, and (5) some alternatives to dismissal. Appendixes contain (1) a plan of assistance (suggested letter to teacher), (2) the procedures and a schedule for fair dismissal of both the permanent teacher and the probationary teacher, (3) a suggested letter from the superintendent, and (4) a suggested letter from a school board. (JF)

ED 073 519 EA 004 826

Phillips, William M., Jr. Conforti, Joseph M.

Social Conflict: Teachers' Strikes in Newark, 1964-1971. An Issue Paper on a Topical Subject in Education.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Oct 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Negotiation, Community Control, \*Community Influence, \*Conflict, Conflict Resolution, Race Relations, Social Structure, Teacher Associations, \*Teacher Militancy, \*Teacher Strikes, Urban Environment, \*Urban Schools

Identifiers—\*Newark

This report is essentially a documentary outline of the events associated with the Newark teacher strikes followed by an analysis of the implications of those events for the future of education in Newark and elsewhere. The chronology provides a detailed delineation of the sequence of events before, during, and after each strike. The information provided was drawn from interviews, press reports, documents, and direct observation. The analysis that follows examines the strikes and the circumstances surrounding them to identify the specific issues and participants, determine the relationship these events had within larger contexts, and examine the direction in which precipitating events appear headed in the future. Guiding the analysis is the question of why social conflict in Newark became focused on the school system. In the conclusions, race relations and social stratification emerge prominently as the contexts which define events. (Author/JF)

ED 073 520 EA 004 827

Planning/Budgeting/Evaluation Manual. An Operation Manual for Staff Members Concerning the Implementation of the Planning/Budgeting/Evaluation Cycle Within the Missouri State Department of Education.

Missouri State Dept. of Education, Jefferson City.

Pub Date Aug 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Budgeting, \*Budgets, \*Evaluation, Evaluation Methods, Guidelines, Management Systems, \*Planning, Programming, State Boards of Education, \*State Departments of Education

Identifiers—\*Missouri, Planning Programming Budgeting Evaluation System, PPBES

This manual identifies and systematizes the sequence of events necessary for the State Department of Education to effectively plan, implement, and evaluate its varied programs. The report (1) describes the cycle, (2) outlines the flow of events, (3) delineates offices responsible for each event, and (4) discusses overlapping phases of event cycles with interactions. Appendixes contain (1) budget/planning forms, (2) an operations planning and reporting document, (3) an activity listing, and (4) a sample operations planning and reporting document. (JF)

ED 073 521 EA 004 829

Campbell, Rold F. Mazzoni, Tim L., Jr.

The Governance of Education: A Progress Report.

Pub Date 4 Dec 72

Note—22p.; Paper presented at "Big Six" annual meeting (Chicago, Illinois, December 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Research, \*Governance, Policy, Policy Formation, Politics, Research Methodology, Research Utilization, Socioeconomic Influences, State

Action, State Agencies, \*State Boards of Education, \*State Departments of Education, \*State Government

This paper reports on a study of governance at the State level and discusses the usefulness of projected study results. The authors discuss selection of (1) level of governance to be studied, major policy areas, and States for case studies; (2) the selection and development of the research framework; and (3) the development of the survey instruments. According to the report, the study will develop alternative governance models by examining present arrangements for State educational governance. Thirteen States were selected for intensive study as representative of various dimensions within the broad categories of political culture, socioeconomic development, governance structure, and the nature of policy decisions. (JF)

ED 073 522 80 EA 004 830

Regional Interstate Project Program. Seminar Report: "Management-by-Objectives (Revisited)." Colorado State Dept. of Education, Denver.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Jan 72

Note—74p.

Available from—Colorado State Board of Education, 1362 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Principles, Administrator Guides, Conference Reports, \*Educational Objectives, Evaluation, Management, \*Management Systems, Planning, \*State Boards of Education, \*State Departments of Education

Identifiers—Assessment, Elementary Secondary Education Act Title V, ESEA Title V, \*Management by Objectives, MBO

This report contains workshop presentations by various State representatives on State education agency (SEA) use of management by objectives (MBO). The first presentation provides a conceptual "umbrella" of management and discusses six steps that are fundamental to management by objectives. The second presentation contains a concise description of the evolution and present state of SEA management in Nevada. State presentations by Oklahoma and Texas highlight other specific activities of SEA management. The Oklahoma presentation focuses on records and information management, that of Texas on management assessment activities. Also included in the report are (1) State-by-State lists of "next steps" regarding management by objectives, (2) a summary of the workshop evaluation, and (3) the roster of participants in the conference. (JF)

ED 073 523 EA 004 831

Quindry, Kenneth E.

State and Local Revenue Potential, 1971. Southern Regional Education Board, Atlanta, Ga.

Pub Date 72

Note—98p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Statistics, Southern States, State Action, \*State Government, State Surveys, Statistical Data, \*Tables (Data), \*Tax Effort, \*Taxes, Tax Support

This report provides an analysis of State-local tax structures in 50 States and the District of Columbia and is primarily an updating of tables in previous reports. The major purpose of the study is to indicate to State and local officials those tax areas in which their revenue effort is either below or above the average effort of the 50 States and the District of Columbia (as measured by a common denominator). Data for the statistical section of the report were supplied by the U.S. Bureau of the Census. The study also reports the major State-local activities that will result in increased tax collections after 1971 and measures the relative tax burden and effort applied in the 51 governmental units in the nation. A related document is ED 058 671. (JF)

ED 073 524 EA 004 832

Glasser, Ira Levine, Alan

New York Civil Liberties Union Student Rights Project Report on the First Two Years, 1970-1972.

New York Civil Liberties Union, N.Y.

Pub Date Sep 72

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Board of Education Policy, Discipline, \*Due Process, Educational Accountability, \*Freedom of Speech, Principals, \*Search and Seizure, Sex Discrimination, Student Records, \*Student Rights, Superintendents, Teacher Associations

Identifiers—Legal Services, \*New York City, Student Rights Project

This report (1) describes how the project disseminated information about student rights through a student rights handbook, a student rights news service, and speaking engagements; (2) outlines the nature of project services that help students obtain their rights; (3) describes procedures for enforcement of student rights; (4) discusses school rights as they were affected by selected areas of school administration; and (5) describes legal and administrative actions the project has pursued in redressing wrongs of particular students. (JF)

ED 073 525 95 EA 004 833

Adams, Phillip L. Spiegelman, Robert G.

Effects of Federal Installation Phase-outs upon School Districts.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of School Assistance in Federally Affected Areas.

Report No.—SRI-P-IU-5611

Pub Date Dec 65

Contract—OEC-5-99-225

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Expenditures, \*Federal Aid, \*Federal Government, Federal Legislation, \*Federal Programs, \*Financial Problems, School District Spending, \*School Funds, School Taxes

Identifiers—Federal Installations

This report discloses that, since the passage of Public Law 874 in 1950, about 2,000 districts or 20 percent of all districts receiving entitlement under the law in 1952-64 experienced some federal installation phaseouts. The study indicates that only in a small percentage of these districts were the effects of the phaseout sufficient to cause financial problems. Furthermore, most of these districts experienced only slight problems of short duration. The report notes that, in a study of those 45 districts most affected by phaseouts, few had severe financial problems. The report also examines proposed legislation dealing with the phaseout problem in school districts. A related document is EA 004 834. (JF)

ED 073 526 95 EA 004 834

Spiegelman, Robert G. And Others

Entitlements for Federally Affected School Districts Under Public Laws 874 and 815. Volume I.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of School Assistance in Federally Affected Areas.

Report No.—SRI-P-IU-5311

Pub Date May 65

Contract—OEC-5-99-046

Note—352p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Educational Finance, Expenditures, \*Federal Aid, \*Federal Government, Federal Legislation, \*Federal Programs, Financial Problems, School District Spending, \*School Funds, School Taxes, \*State Aid

Identifiers—\*Federal Installations

P.L. 874 and 815 have operated to help relieve the burdens imposed on public school districts. These burdens reflect the tax-exempt nature of federal property. In 54 districts examined in this regard, it was found that the payments under P.L. 874 exceeded or fell short of meeting the burden by more than 10 percent in 80 percent of the districts. The payments missed the mark by 50 percent in 30 percent of the districts. The use of minimum rates has permitted districts that have low expenditures on education and/or who receive a large share of revenue from the State to receive large bonuses under P.L. 874. Mainly for this reason, total entitlements under P.L. 874 appear to exceed those needed to just meet the burden. Local option, permitting a district to be paid at a rate per pupil equal to that of a selected set

of comparable districts, does not appear to have resulted in a close relationship between the burden and the entitlements. Local fiscal ability and effort were found definitely to be adversely affected by federal connection. Some States are entitled to offset part of the federal entitlements received by districts. Only a small number of districts are presently receiving support for school construction under P.L. 815. A related document is EA 004 833. (Author)

ED 073 527 24 EA 004 844

Management Information System Project: Administrators Manual to the Program Oriented Accounting System. The Budgetary Process.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—RR-9-9011

Pub Date 72

Contract—OEC-0-9-099011-4395

Note—252p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Administrator Guides, Budgets, \*Computer Oriented Programs, \*Educational Finance, Financial Policy, Information Systems, \*Management Information Systems, \*Program Budgeting, Program Evaluation, Program Planning, Public Schools, School Accounting

Identifiers—\*Planning Programming Budgeting Evaluation System, PPBE

This document overviews the supporting relation of a Management Information System (MIS) to a Program Planning Budgeting Evaluation system (PPBE) and then concentrates on the financial tract aspects of an MIS. First, five tract areas in which an MIS provides information are discussed: pupils, personnel, finance, facilities, and community. Then, an indepth presentation is made of the finance tract by presenting the processes that administrators can use in building a financial plan to match a preplanned level of goals and objectives. The manual presents an overview of the budgetary process, suggests the way in which an MIS might be implemented, and explains and presents examples of a program oriented budgetary system. The mechanical aspects of the budgetary process (forms required, keypunch instructions, etc.) are described, and budget reporting is discussed. The finance tract information includes a separately presented computerized budget planning printout designed to assist the school district administration in developing a suitable master financial plan. (DN)

ED 073 528 88 EA 004 848

Rose, B. Keith And Others

A Programmed Course for the Writing of Performance Objectives. A Constructed Response Linear Program.

California State Univ., Chino. Northern California Program Development Center.; Phi Delta Kappa, Bloomington, Ind. Commission on Educational Planning.

Spons Agency—Butte County Superintendent of Schools, Oroville, Calif.; Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Jun 72

Note—52p.

Available from—Dr. Lowell C. Rose, Phi Delta Kappa, Eighth and Union Streets, Bloomington, Indiana 47401 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, \*Affective Objectives, \*Behavioral Objectives, \*Cognitive Objectives, Educational Objectives, \*Inservice Teacher Education, Performance Based Teacher Education, \*Performance Criteria, Programed Materials, Psychomotor Objectives

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This course is designed to help teachers learn how to write performance objectives. It covers instruction on identifying goal statements, identifying the three parts of a performance objective, writing five performance objectives, writing cognitive objectives at all six levels, recognizing psychomotor objectives at all five levels, recognizing and writing performance objectives in the affective domain, and recognizing and writing the three levels of performance objectives. A related document is EA 004 849. (Author/DN)

ED 073 529 88 EA 004 849

Rose, B. Keith And Others

Writing Performance Objectives. Instructor's Manual for Teachers and Administrators. To Be Used with: A Programmed Course for Writing of Performance Objectives.

California State Univ., Chino. Northern California Program Development Center.; Phi Delta Kappa, Bloomington, Ind. Commission on Educational Planning.

Spons Agency—Butte County Superintendent of Schools, Oroville, Calif.; Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Jun 72

Note—38p.

Available from—Dr. Lowell C. Rose, Phi Delta Kappa, Eighth and Union Streets, Bloomington, Indiana 47401 (\$0.70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, \*Behavioral Objectives, Cognitive Objectives, \*Educational Objectives, \*Inservice Teacher Education, \*Leaders Guides, Performance Based Teacher Education, \*Performance Criteria, Psychomotor Objectives, Sequential Learning, Teacher Educator Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This manual has been designed to enable school districts to utilize orderly and effective management procedures for the inservice training of teachers in writing performance objectives. The approach recommended involves first, the selection of instructors who develop skills in writing performance objectives and second, the utilization of these instructors in helping other district teachers acquire similar skills. The first four sections of the manual provide management guidelines and instructional aids for the four inservice teacher training sessions. The subsequent section details some suggested management procedures for curriculum development in the district after participants have completed the series of training sessions. The presentation concludes with a description of the use of the sequential learning path as an organizational technique in the district's instructional design. A related document is EA 004 848. (Author/DN)

ED 073 530 88 EA 004 850

Rose, B. Keith And Others

Educational Goals and Objectives. A Model Program for Community and Professional Involvement. Administrator's Manual.

California State Univ., Chino. Northern California Program Development Center.; Phi Delta Kappa, Bloomington, Ind. Commission on Educational Planning.

Spons Agency—Butte County Superintendent of Schools, Oroville, Calif.; Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Jun 72

Note—48p.

Available from—Dr. Lowell C. Rose, Phi Delta Kappa, Eighth and Union Streets, Bloomington, Indiana 47401 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, \*Community Involvement, Demonstration Programs, \*Educational Accountability, \*Educational Objectives, Educational Programs, Evaluation, \*Instructional Design, \*Performance Criteria, Public Relations, Resource Allocations, Statistical Analysis

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This program consists of a series of strategies whereby a school district could develop community-ranked educational goals and teacher-developed objectives. Provision is made for the involvement of members of the community, the professional staff, and students in (1) ranking of educational goals in order of their importance, (2) assessing how well current educational programs are meeting these goals, and (3) developing program-level performance objectives by the professional staff designed to meet the priority-ranked goals. The process, which begins with the ranking of priority goals by the community, moves through the development of an instructional design that describes school efforts to achieve goals in terms of individual performance, and terminates in the allocation of resources to achieve predetermined objectives and satisfy



established goals. Suggested means of getting a random community sample, statistical techniques for ranking community goals, and suggested news releases about and for the program are presented in the appendices. (Author/DN)

ED 073 531 EA 004 851

Hughes, John R., Ed.  
The Community School and Its Concepts.  
Pub Date [72]  
Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Case Studies, \*Community Involvement, \*Community School Directors, \*Community Schools, Educational Objectives, \*Program Descriptions, \*School Community Relationship  
Identifiers—\*Facility Utilization

This paper describes the growing community school movement in the United States. It begins with a discussion of the general basis for community schools, the community school concept, and the philosophy behind community schools. The author then shows what a community school can do and what it is like. The concluding section outlines the administrative structure of a community school. The author suggests what the role of broad members, superintendent, principal, and the community school director should be. (DN)

ED 073 532 EA 004 852

Christenson, George A.  
Trump's Model School - The Humane Junior High School.

Pub Date 1 Nov 72

Note—15p.; Paper presented at Minnesota School Facilities Council Annual Symposium (7th, Minneapolis, Minnesota, November 1-3, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, \*Case Studies, Curriculum Design, Differentiated Staffs, Educational Accountability, \*Humanization, \*Individualized Programs, \*Junior High Schools, Junior High School Students, Program Evaluation, Self Actualization, Speeches, \*Staff Improvement, Student Role, Teacher Role  
Identifiers—Edgewood Junior High School, Minnesota, \*Model Schools Project

In this paper, the author presents a brief history of the funding for, provides demographic information on, and describes the basic goals and characteristics of the Edgewood Junior High School Model Schools Project sponsored by the NASSP. The author explains how the roles of the principal, the teacher, and the student have changed as a result of the new program. The special role of teacher counselors, who specialize in getting to know students as human beings, is also discussed. Graphic descriptions of the Language Arts and mathematics curriculums show the goal setting process for each student, the curriculum levels, the continuous evaluation system, the continuous progress curriculum, a listing of learning packages, and the reporting of information to parents concerning student progress. The paper concludes with an assessment of the program to date as measured by the SRA achievement test and by staff, student, and parent evaluations. (DN)

ED 073 533 EA 004 853

Financing of Elementary and Secondary Education: Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-second Congress, Second Session, on H.R.44, H.R.128, H.R.981, H.R.1491, H.R.6179, H.R.6521, H.R.7796, H.R.12367, and Related Bills.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 72

Note—846p.

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—Disadvantaged Youth, Educational Legislation, \*Equal Education, Equalization Aid, Expenditure Per Student, \*Federal Aid, Federal Government, Federal State Relationship, Full State Funding, Grants, Nonpublic School Aid, \*School Construction, \*State Aid, \*Urban Schools

Identifiers—\*Revenue Sharing

This report contains (1) texts of House Resolutions that are designed to provide various types of federal assistance to States, local districts, and individuals; and (2) statements and articles by

groups, experts, government officials, and concerned citizens concerning these bills. Many of the bills and statements are concerned with equality of educational opportunity. The bills provide (1) financial assistance for construction and acquisition of facilities and equipment for schools serving children of low-income families, (2) grants to all students in either public or private schools, (3) aid to improve teacher salaries, (4) aid designed to increase a State's share of expenditure for public education, and (5) other types of aid. (JF)

ED 073 534 EA 004 872

Shannon, Thomas A.

Resolving Management Conflicts Through Associations. The AASA, ASBO, NAESP, NASSP Administrative Team.

National Association of Elementary School Principals, Washington, D.C.

Pub Date 72

Note—14p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Board Administrator Relationship, Boards of Education, \*Conflict Resolution, Due Process, Principals, \*Professional Associations, Superintendents, Supervisors, \*Teacher Administrator Relationship

In this booklet the author offers advice on how newly decentralized professional associations may render cooperative assistance at State, local, and national levels. The author argues that if these new groups are to succeed, they must be structured to endure the stresses of (1) possessing the machinery to resolve conflicts that arise between members of groups or members within the cooperative associations, and (2) dealing with disputes between members and nonmembers. Eight fundamental, practical concepts essential in resolving management conflicts are discussed: (1) knowledge, understanding, and appreciation of the role of the school administrator; (2) flexibility to view different administrative levels differently; (3) insight into the delicate and sensitive relationship between school boards and school administration; (4) guidelines for the conduct of school administrators at the local or regional level that provide for the larger role of the school administrator; (5) determination of the appropriate form of assistance by the association needed to resolve management conflict; (6) comprehension of the law of defamation; (7) the issue of due process; and (8) inviolacy of the school administrator's contract of employment. (Author/JF)

ED 073 535 EA 004 873

DeMont, Roger, Ed. And Others

Busing, Taxes, and Desegregation. Special Monograph No. 4. Management Series.

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Pub Date 73

Note—74p.

Available from—Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (\$1.50)

Document Not Available from EDRS.

Descriptors—\*Bus Transportation, Conference Reports, \*Court Cases, Educational Finance, \*Equal Education, Equalization Aid, \*Integration Litigation, Integration Methods, Integration Plans, Property Taxes, \*School Integration, School Law, School Taxes, State Aid  
Identifiers—\*Interdistrict Integration

This monograph summarizes recent developments in school law in the areas of school segregation, school finance, and interdistrict integration in order to project future developments in these areas. The content of this publication has been taken in part from transcripts of a conference on law and public education. (Detroit, Michigan, October 27, 1971.) Elwood B. Hain, Jr., a specialist in constitutional and educational law, writes on the law of school desegregation; John E. Coons, a specialist in school finance, talks about the law of school finance; and Gordon Foster, a specialist in school desegregation, discusses interdistrict integration. (JF)

ED 073 536 EA 004 882

Johns, Thomas L., Comp.

Public School Finance Programs, 1971-72. (States, District of Columbia, and Outlying Areas).

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-73-00001

Pub Date 72

Note—389p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01126, \$3.70 or \$3.25 GPO Bookstore.)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education, Bond Issues, Capital Outlay (for Fixed Assets), \*Educational Finance, \*Elementary Education, Equalization Aid, Junior Colleges, \*Public Schools, School District Spending, School Support, School Taxes, \*Secondary Education, \*State Aid, State School District Relationship

This publication describes State funds transmitted to local agencies for the support of elementary and secondary education. Each distribution identified as a separate fund by the State is described in terms of (1) title, (2) legal citation, (3) appropriation for the school year or estimate, (4) percentage of total State funds transmitted, (5) expenditure restrictions, (6) calculation of district allowance, (7) State and local shares of the allowance, (8) district requirements for participation, (9) extent of participation, and (10) distribution schedule. In addition, the report includes information describing local property assessment procedures, State provisions for equalizing local assessments, local taxing authority and limits thereto, local borrowing provisions including the issuing and sale of bonds, voting requirements, limitation on debt, and provisions for school budgets and audits. Although technical in nature and intended primarily for persons familiar with the field of school finance, the publication can also be used by lay persons to gain a general understanding of the mechanics of State school finance programs. A related document is ED 054 547. (Editor/JF)

ED 073 537 EA 004 892

Picardi, E. Alfred

Closing the Credibility Gap in Construction Cost Estimating.

Pub Date 72

Note—13p.; Paper presented at INBEX Annual Meeting (3rd, Louisville, Kentucky, October 31-November 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Programs, \*Construction Costs, Construction Industry, \*Estimated Costs, Input Output Analysis, \*Models, Prediction, Probability, \*Simulation, Speeches  
Identifiers—Monte Carlo Simulation

The construction cost estimate, often expressed as an absolute cost, leads to misunderstanding between client, designers, and builders. If estimates are to be used as adequate cost indicators, their probabilistic nature must be recognized and they must be expressed not as absolute numbers but in terms of a number with some indication of the magnitude of the risk that that number may be expected to change by some stated amount. In order to develop this new type of estimate, a model is constructed that assigns a probability distribution to each cost component of the project and ends up with a probability distribution of the total cost of the project rather than a single answer. This bracketing of the cost provides a better in-depth look at the current knowledge of the project cost than does the traditional estimate. (Author)

ED 073 538 EA 004 893

Lassiter, Frank

Equipment and Furniture Guidelines for Open-Plan Middle and High Schools.

Pub Date Sep 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Furniture, \*Educational Equipment, \*Facility Guidelines, \*Flexible Classrooms, High Schools, Middle Schools, Open Education, \*Open Plan Schools, Purchasing

The flexibility of open-plan space and the goals of an open-plan education have implications for the development of furniture and equipment lists. A suggested furniture and equipment list that has been developed for one team group in one academic cluster in an academic area is presented. The selections aim at providing a wide variety of working surfaces and seating arrangements. Movable equipment needs are subdivided into work surfaces, seating, storage, display, chalkboard (tack board), and movable partitions

(area screens). A related document is EA 004 894. (Author/MLF)

ED 073 539 EA 004 894

Lassier, Frank  
Equipping the Open-Plan School, Equipping for Open Education.

Pub Date Sep 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Environment, \*Educational Equipment, \*Facility Guidelines, \*Flexible Facilities, Furniture Arrangement, Movable Partitions, \*Open Education, \*Open Plan Schools, Storage, Student Needs

The performance specifications of furniture and equipment for open education and open-plan schools differ from conventional classroom furniture in that it must be easily moved, have a range of dimensions, contain multipurpose interchangeable components, and be designed to accommodate a variety of student/teacher uses. The author suggests some solutions to specific problems in the areas of seating, work surfaces, and storage and display. Some suggestions are also provided for (1) mobile partitions (to define space), (2) storage (mobile), (3) seating, (4) work surfaces, (5) teacher stations, and (6) play. A related document is EA 004 893. (MLF)

ED 073 540 EA 004 895

Stone, Jeannette Galambos  
Play & Play Grounds. A Report.

National Association for the Education of Young Children, Washington, D.C.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 70

Note—71p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$6.50)

Document Not Available from EDRS.

Descriptors—Activity Learning, Community Involvement, Community Responsibility, \*Early Childhood, Equipment, Manipulative Materials, \*Parks, Photographs, \*Play, \*Playgrounds, Preschool Children, Research Needs, Safety, Space Utilization, Supervision, Urban Culture, \*Urban Environment

Using camera and tape recorder, a photographer and an early childhood specialist explored as a team the universe of children's outdoor play, seeking worthy and innovative ideas and stressing urban playground problems and solutions. The resulting photographs and text focus on (1) the characteristics of play, (2) the nature of playgrounds, and (3) play and communities. The team concluded that the concept of learning-through-play cannot be separated from the lifestyles of whole neighborhoods and that it is a mistake to treat playgrounds as separate entities, unrelated to anything else in the community. The report should prove useful to teachers, school administrators, and all those with an interest in playgrounds and their use. At the conclusion of the presentation, an index of those cities visited during the course of the study is provided. In addition, an index of the 47 photographs and a 23-item selected bibliography are included. (Author/MLF)

ED 073 541 EA 004 911

Miller, James P.  
Accountability and the Schools: Being Responsible or Being Responsible To?

Pub Date 17 Nov 72

Note—34p.; Paper presented at Rocky Mountain Educational Research Association Meeting (Las Cruces, New Mexico, November 16-17, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Decision Making, \*Educational Accountability, Management Systems, \*Resource Allocations, School Community Relationship, Speeches, \*Systems Approach, Teacher Administrator Relationship, \*Teacher Role

In this speech, the author argues against the current emphasis in accountability that focuses on ends rather than on means. He contends that this focus leads to programs of self justification — e.g., programs that increase the size of public relations and research bureaus. The author urges that accountability be effectuated through improved and shared decision making leading to

realistic and achievable goal setting. Such decision making involves a systems approach, which relates the worth of a program or proposal to other potential resource allocations. Teachers, according to the author, must also be given a substantial role in decision making. (JF)

ED 073 542 EA 004 912

Beaubier, Edward W., Ed. Thayer, Arthur N., Ed.

Participative Management -- Decentralized Decision Making: Working Models. A Monograph.

California Association of School Administrators, Burlingame.

Pub Date [73]

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Role, Board Administrator Relationship, Board of Education Role, Boards of Education, Budgeting, \*Citizen Participation, Community Involvement, \*Decentralization, \*Decision Making, Educational Accountability, Evaluation, Models, Planning, Resource Allocations, School Community Relationship, Teacher Administrator Relationship, \*Teacher Participation

Identifiers—Participative Management

In this monograph, the authors attempt to illustrate some of the more important components of decentralization and participative management with examples, or working models. Many of these models, according to the authors, function to illustrate the concept, provide models for adaptation, and inform the readers about districts that can be contacted for additional information. The authors argue against considering decentralization and participative management as panaceas that will solve all the problems in a school or a district. However, they contend, these components can provide a structure that stimulates creative participation. The authors also consider decentralization and participative management to be tools that can be utilized to move the schools into the "seventies and the eighties"; tools that can be used to bridge the gap between teachers and management, between management and the board, and between the board and the people. In short, the writers feel that these are tools that can be used effectively to build accountability into education. (Author)

ED 073 543 EA 004 913

Thomas, Norman C.

Executive Branch Policy Formulation for Education: The Johnson Administration.

Pub Date 28 Feb 73

Note—31p.; Paper presented at American Educational Research Association Annual Meeting. (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Agencies, Bureaucracy, Decision Making, Educational Innovation, \*Educational Policy, Educational Research, \*Federal Government, Federal Legislation, \*Federal Programs, \*Policy Formation, Politics, Speeches

Identifiers—\*Johnson (Lyndon B.), Task Forces

During the Johnson Administration the Presidency remained centrally involved in the education policy system. The usual flow of demands from the field and the education associations, through Congress and USOE, continued. However, the innovativeness which the President sought could not be obtained, so it was believed, if the bureaucracy remained the primary source of legislative proposals and other policy suggestions. The result was the establishment of a special means of generating new ideas — the task force. Participants in these task forces became highly critical of USOE and its supportive clientele groups, a view met with some resentment and hostility in those quarters. The major policy innovations occurred in the legislation of 1964 and 1965. However, by the start of the 90th Congress in January 1967, a new equilibrium involving the Presidency, USOE, its clientele groups, and the congressional subcommittees had been established. The dominance of the Presidency in policy formation still existed, but the system lacked resources to sustain additional major policy innovations. Much of the machinery set up in the 1960s has since been dismantled, but the policies and programs that implement them remain largely in effect. USOE and the establishment associations continue to function as integral parts of the educational policy system while the task

force reports rest in the L.B.J. Library. (Author/JF)

ED 073 544 EA 004 914

Hill, Henry W.

Curriculum Legislation and Decision-Making for the Instructional Level.

Pub Date Feb 73

Note—10p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, \*Curriculum Design, \*Decision Making, \*Educational Legislation, Educational Research, \*Instructional Design, Legislators, Speeches, \*State Legislation, Superintendents, Surveys, Teacher Role, Teachers

Identifiers—\*Curriculum Legislation

This speech reports a study designed to gain an understanding of what selected individuals involved in education in California know about legislation designed to influence curriculum decisions that teachers make. A 22-item questionnaire was administered to 320 teachers, 14 superintendents, 30 board members in 21 school districts, and all members of the California legislature. The responses indicated that none of the four groups of decision makers possessed adequate knowledge of curriculum legislation. The ranking according to knowledge of legislation was (1) superintendents, (2) legislators, (3) board members, and (4) teachers. The author notes that the problem with the California legislature is that it makes too many instructional level decisions which should be made by teachers. Instead, the author contends, the legislature should concern itself with a few societal-level, value decisions which it can effectively enforce. (JF)

ED 073 545 EA 004 915

Classification Materials.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 72

Note—420p.

Available from—Center for Law and Education, 38 Kirkland Street, Cambridge, Massachusetts 02138 (\$7.50)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—\*Ability Grouping, Bilingual Students, Classification, Compensatory Education, \*Court Cases, Due Process, Emotionally Disturbed, Ethnic Grouping, Expulsion, Foreign Students, \*Grouping (Instructional Purposes), \*Racial Discrimination, School Law, Special Education, State Laws, \*Student Grouping, Suspension, Testing

This packet contains complaints, memoranda, exhibits, orders, regulations, and stipulations in court cases dealing with expulsion or suspension of students from school or assignment of students to selected tracks. The report presents material from cases in which students were excluded from school or classes based on retardation, race, "medical reasons," pregnancy, citizenship, or other reasons. The report also contains material relating to classification practices based on race or national origin. (JF)

ED 073 546 EA 004 916

[Alum Rock Voucher Project. Information Packet.]

Alum Rock Union Elementary School District, San Jose, Calif.

Pub Date [72]

Note—146p.; Materials presented at Minnesota School Facilities Council Annual Symposium (7th, Minneapolis, Minnesota, November 1-3, 1972)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Problems, \*Decentralization, \*Educational Experiments, Educational Finance, \*Education Vouchers, Elementary Schools, \*Parent Participation, Racial Factors, \*School Community Relationship

Identifiers—\*Alum Rock

This packet contains (1) informational booklets for parents in the Alum Rock Union Elementary School District, (2) a booklet on the pros and cons of a voucher system, (3) promotional material, (4) a progress report on the project, (5) the project proposal to OEO, and (6) a sample school and program preferences form. The pro-



gram, according to the information provided, involves six schools, each of which has two or more of the programs described in the informational booklets. In addition to the basic vouchers, compensatory vouchers equal to one-third of the basic voucher amount are added to the account of each child who is eligible for the free lunch program. Additionally, parents who are dissatisfied with any of the schools or programs can join together to start their own "community school." (JF)

ED 073 547 EA 004 918

Mecklenburger, James

**Performance Contracting in Schools: Profit Motive Tested as Incentive to Learning. An Education U.S.A. Special Report.**

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—67p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22207 (Stock #411-12824, \$4.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Administrator Guides, \*Educational Experiments, \*Evaluation Methods, \*Incentive Systems, Parent Attitudes, \*Performance Contracts, Teacher Attitudes, Teacher Motivation

This report attempts to cut through the rhetoric of both the opponents and the proponents of performance contracting and to bring the main issues into focus. The report (1) describes different kinds of contracts; (2) discusses testing problems; (3) gives a description of the Texarkana and Bancker elementary school projects; (4) provides sample opinions of parents, students, teachers, and boards; (5) discusses the new terminology; and (6) provides guidelines on how to set up a performance contract. The report also discusses the Rand and OEO evaluations of performance contracting experiments and presents industry rebuttals. (JF)

ED 073 548 EA 004 919

**Financing Schools and Property Tax Relief -- A State Responsibility. The Report in Brief.**

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Report No.—ACIR-A-40

Pub Date Jan 73

Note—39p.; For information regarding the availability of the full report, write to the Advisory Commission on Intergovernmental Relations, Public Finance, Washington, D.C. 20575

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equal Education, \*Equalization Aid, Federal Aid, \*Federal State Relationship, \*Property Taxes, \*State Aid, Tax Allocation, \*Tax Rates

Identifiers—\*Value Added Tax

This report is the first response to President Nixon's request to the Commission for an evaluation of the proposed replacement of school property taxes by a Federal value added tax. The report findings reveal that a federal program to bring tax relief is neither necessary nor desirable, and the Commission suggests that the States assume a greater share of public education financing to relieve intrastate disparities in public education finance. Additionally, the Commission urges property tax reform in lieu of property tax replacement through a Federal value added tax. (JF)

ED 073 549 EA 004 920

**School Board Policies on Student Rights. Educational Policies Development Kit.**

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No.—Cat-No-73-1

Pub Date Jan 73

Note—36p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #73-1, 1-3 kits \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Board of Education Policy, Decision Making, Due Process, \*Freedom of Speech, Guidelines, Policy Formation, Search and Seizure, \*Student Participation, \*Student Responsibility, \*Student Rights, Student School Relationship

This report provides board policy samples and other policy resources on student rights and responsibilities. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include (1) freedom of expression; (2) student involvement in decision making; (3) due process rights; (4) interrogations and searches by school officials and/or police; (5) student complaints, grievances, and hearing procedures; and (6) student demonstrations and strikes. (Author/JF)

ED 073 550 EA 004 937

King, Irene A.

**Bond Sales for Public School Purposes, 1971-72.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-11406

Pub Date 73

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.00 or \$3.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bond Issues, Educational Economics, \*Educational Finance, Public Schools, Public Support, \*School Budget Elections, \*School Construction, \*School Statistics, State Laws, Statistical Surveys, Voting

Identifiers—\*Bond Sales

This report provides information about the sale of bonds for financing the construction of public elementary and secondary school facilities. It contains a description of the characteristics of primary market bond sales for public elementary and secondary schools during the 1972 fiscal year. The report also provides specific information regarding bond elections for public school purposes; new bond sales; amount of sales; and average net interest cost, with data on rating and term as related to interest cost. Data for this report were taken from reports of sales and elections published in *The Daily Bond Buyer*. A related document is ED 063 682. (Author)

ED 073 551 24 EA 004 941

Allen, Jack Wolmut, Peter

**Development and Evaluation of Course Goals in Mathematics, Social Studies, Art, Music, Health, and Physical Education for Grades K-12. Final Report.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 1 Feb 73

Contract—OEC-X-72-0026(257)

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Planning, \*Course Objectives, \*Curriculum Development, \*Development, Educational Accountability, Educational Objectives, \*Evaluation, \*Program Descriptions, Public Schools, Units of Study (Subject Fields)

This project, using the previous year's experience in identifying and classifying course-level goals as desired student learning outcomes, developed course goals in six more subject matter areas. Under the supervision of tricity curriculum and evaluation specialists, 68 highly qualified teachers wrote course goals for art, health education, mathematics, music, physical education, and social science. Teachers in career education coded the course goals to career education program goals. The computer storage and retrieval system was programmed and the key-word dictionary for language arts goals is being prepared for a field test of the program. Conferences and workshops throughout the Portland Metropolitan area provided information and assistance to teachers in using course goals as tools for classroom instruction. A major effort in the project was to identify the type and level of learning required for the achievement of each goal. Prototype measurement items are being developed to assess each type of goal. Success in the project has encouraged its continuation to complete the storage and retrieval system, to develop items to measure achievement of goals at the course level, and to disseminate them and facilitate their use for goal definition, curriculum planning and development, instruction, evaluation, and ac-

countability. Related documents are EA 004 942-948 and ED 061 043. (Author)

ED 073 552 24 EA 004 942

Doherty, Victor W. Hathaway, Walter E.

**Course Goals, General Introduction. An Introduction to the Critique Drafts of the Course Goal Collections.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date Nov 72

Contract—OEC-X-72-0026(257)

Note—32p.; Tri-County Goal Development Project

Available from—Hard copy is not available

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Cooperative Planning, \*Course Objectives, \*Curriculum Development, \*Curriculum Evaluation, Decision Making, Educational Accountability, \*Educational Objectives, Individualized Instruction, Parent Participation, Public Schools, Statewide Planning, Student Participation, Teacher Evaluation

Identifiers—Process Learning

This document is a general introduction to the nature, purposes, and potential uses of a critique series that deals with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. The project involved examination of some 12,000 goals by 68 teachers, identification of the type and level of learning required for the achievement of each goal, and use of computerized methods. This document discusses needs to which the project responds, content, form, validation, uses, and update and revision of goals. Byproducts of the project and its curricular and measurement implications are also discussed. Related documents include EA 004 941, EA 004 943-948 and ED 061 043. (Author/DN)

ED 073 553 24 EA 004 943

**Course Goals in Mathematics, Grades K-12.**

Critique Draft.

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 72

Contract—OEC-X-72-0026(257)

Note—184p.; Tri-County Goal Development Project

Available from—Hard copy is not available

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Course Content, \*Course Objectives, \*Curriculum Development, Development, Educational Accountability, Educational Objectives, \*Mathematics, \*Mathematics Curriculum, \*Mathematics Education, Public Schools

This document is one part of a critique series that deals with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Goals for the mathematics curriculum are organized according to a subject matter taxonomy. Number systems goals are divided into goals for whole numbers, integers, rational numbers, real numbers, complex numbers, matrices and determinants, vectors, and algebraic expressions. Goals for numeration, mathematical sentences and their solutions, relations and functions, geometry, measurement, sets, logic, probability and statistics, history of mathematics, and use of computational devices are also presented. Four sets of indexes offer the possibility of retrieving course goals by subject matter, knowledge and process, subject area, and career education. Related documents are EA 004 941-2, EA 004 943-948, and ED 061 043. (Author/DN)

ED 073 554 24 EA 004 944  
**Course Goals in Physical Education, Grades K-12. Critique Draft.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 72

Contract—OEC-X-72-0026(257)

Note—186p.; Tri-County Goal Development Project

Available from—Hard copy is not available  
 EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Athletic Activities, \*Athletic Programs, Athletics, Course Content, \*Course Objectives, \*Curriculum Development, Development, Educational Accountability, Educational Objectives, Physical Activities, \*Physical Education, \*Physical Recreation Programs, Public Schools

This document on course goals in physical education is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals for physical education are organized according to subject matter. Basic goal groups include basic skills of movement, body control activities, games of low organization, team sports, individual and dual sports, recreational games, lifetime activities, and physical fitness. Within the appropriate broad category, goals for particular sports such as basketball, hiking, swimming, and golf are developed. There are four sets of indexes so that course goals may be retrieved by subject matter, knowledge and process, subject area, and career education. Related documents are EA 004 941-943, EA 004 945-948, and ED 061 043. (Author/DN)

ED 073 555 24 EA 004 945  
**Course Goals in Art, Grades K-12. Critique Draft.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 72

Contract—OEC-X-72-0026(257)

Note—272p.; Tri-County Goal Development Project

Available from—Hard copy is not available  
 EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Aesthetic Education, \*Art, Art Activities, \*Art Education, Commercial Art, Course Content, \*Course Objectives, Creative Art, \*Curriculum Development, Development, Educational Accountability, Educational Objectives, Fine Arts, Industrial Arts, Practical Arts, Public Schools

This document on course goals in art is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals for art are arranged according to subject matter in five areas: developing and using awareness, history-culture orientation, composition and language, processes and products, and art and design in environments. The section on developing and using awareness further subdivides goals by sight, intuitive response, identification, and growth in understanding, appreciation, and judgment. Goals in art history and culture are organized by western vs. nonwestern culture and by period of time. Composition and language goals include elements, principles, and approaches goals. Processes and products goals include goals for drawing, painting, printmaking, lettering, sculpturing, ceramics and pottery, textiles and cloth, and photography. Art and design in environments goals are divided into nature design goals and

man-made goals. Related documents are EA 004 941-EA 004 944, EA 004 946-948, and ED 061 043. (Author/DN)

ED 073 556 24 EA 004 946  
**Course Goals in Music, Grades K-12. Critique Draft.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 72

Contract—OEC-X-72-0026(257)

Note—197p.; Tri-County Goal Development Project

Available from—Hard copy is not available  
 EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Course Content, \*Course Objectives, \*Curriculum Development, \*Development, Educational Accountability, Educational Objectives, \*Music, Music Activities, Music Appreciation, \*Music Education, Music Reading, Public Schools

This document on course goals in music is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals for music are organized according to subject matter. The elements of music goals include goals on rhythm, melody, texture, timbre, structure, expression, and mood. Other broad goal groups include reading music, musical history and style, listening to music, performing music, creating music, the role of music in society, and valuing and evaluating music. There are four sets of indexes so that course goals may be retrieved by subject matter, knowledge and process, subject area, and career education. (Page 156 may reproduce poorly.) Related documents are EA 004 941-945, EA 004 947-948, and ED 061 043. (Author/DN)

ED 073 557 24 EA 004 947  
**Course Goals in Health Education, Grades K-12. Critique Draft.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 72

Contract—OEC-X-72-0026(257)

Note—306p.; Tri-County Goal Development Project

Available from—Hard copy is not available  
 EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Course Objectives, \*Curriculum Development, \*Development, Drug Education, Educational Accountability, Educational Objectives, Health, \*Health Education, Health Occupations Education, Mental Health, Nutrition Instruction, Physical Health, Pollution, Public Schools, \*Safety Education

This document on course goals in health education is one part of a critique series of eight documents dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals in health education are organized according to four broad subject matter areas: mental health, physical health, community health, and safe living. Mental health goals include goals in the area of values, determinants of mental health, behavior, drug use, and interpersonal relationships. Physical health goals are divided into goals on personal care, growth and development and individual differences, nutrition, dental health, physical fitness, and health products and services. Community health goals include goals in environmental health, community resources, health careers, and

regulations. Safe living goals cover accident prevention and safety goals at home, in school, on the job, and in the community. Related documents are EA 004 941-946, EA 004 948, and ED 061 043. (Author/DN)

ED 073 558 24 EA 004 948  
**Course Goals in Social Science, Grades K-12. Critique Draft.**

Multnomah County Intermediate Education District, Portland, Ore.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

Bureau No.—BR-2-J-032

Pub Date 72

Contract—OEC-X-72-0026(257)

Note—544p.; Tri-County Goal Development Project

Available from—Hard copy is not available  
 EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavioral Sciences, Course Content, \*Course Objectives, \*Curriculum Development, \*Development, Economics, Educational Accountability, Educational Objectives, Geography, History, Political Science, Public Schools, \*Social Sciences, \*Social Studies

This document on course goals in the social sciences is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals in the social sciences are organized according to five subject matter areas: geography, history, behavioral science, economics, and political science. Goals in geography are further subdivided into units on geographical analysis and unique aspects of geopolitical regions. History goals are divided into broad study of history, world history, and history of the various continents. Behavioral science goals include goals in sociology, anthropology, and psychology. Economic goals are organized according to the broad subject areas in economics: macroeconomics, microeconomics, the production of goods and services, the consumption of goods and services, money, economic growth, international trade, comparative economic systems, and economic problems. Political science goals are organized by political organization, political institutions, political behavior, political ideology, the individual in the political system, international relations, comparative modern governments, and political problems. Related documents are EA 004 941-947 and ED 061 043. (Author/DN)

ED 073 559 EA 004 949  
 Anthony, Robert N. Herzlinger, Regina E.  
**An Accounting System for Public Schools. A Memorandum.**

Harvard Univ., Cambridge, Mass. Graduate School of Business Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-5127

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accounting, Bookkeeping, \*Comparative Analysis, Cost Effectiveness, Educational Finance, Federal Aid, Public Schools, \*School Accounting, \*School District Spending, \*Systems Approach

Identifiers—CCI, Comparable Cost Information, \*Federal Requirements

This memorandum proposes a set of accounts that school districts should maintain as a part of their total accounting system in order to (1) meet the needs of the Office of Education for financial information and (2) to compare their costs with those in other school districts. Labeled the Comparable Cost Information (CCI) by its originators, the structure presented is intended to show the "maximum" amount of accounting information that school districts need to collect for the purposes described. Should this proposal, or some modification of it, be adopted by a school district, a detailed accounting system can be designed that meets its own needs, with the as-



surance that (except for unforeseen future requirements mandated by the Congress) this system will also meet the needs of the Office of Education. Since the financial information needs of school districts differ, no attempt has been made to present an overall, unified financial accounting system applicable to all school districts. (Author/DN)

**ED 073 560** EA 004 950  
Minutes 1972. Association of Physical Plant Administrators Annual Meeting. (59th, Cincinnati, Ohio, April 30-May 3, 1972). Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C. Pub Date 72  
Note—292p.

Available from—Association of Physical Plant Administrators of Universities and Colleges, Suite 510, One Dupont Circle, Washington, D.C. 20036 (\$5.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrative Personnel, \*Annual Reports, \*Building Operation, Campus Planning, Construction Management, Controlled Environment, Disadvantaged Groups, \*Higher Education, Meetings, Planning (Facilities), Professional Associations, \*School Maintenance, Speeches, Supervision, Turf Management, Work Environment

This presentation is comprised of 17 session papers and the transcripts of two group discussions all dealing with various aspects of campus physical plant maintenance. Among the subjects covered are: the post-traditional campus, central environmental control, contract management service, operational and maintenance planning, air handling systems, problems of and solutions to campus security, supervising the disadvantaged worker, and grounds care. (MLF)

**ED 073 561** EA 004 958

Foster, Betty J. Boits, John M.  
Current Expenditures by Local Education Agencies for Free Public Elementary and Secondary Education, 1969-70.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.  
Report No.—DHEW-OE-72-34  
Pub Date Sep 71  
Note—4p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.10)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attendance Services, Average Daily Attendance, \*Costs, \*Educational Finance, Expenditure Per Student, \*Expenditures, \*Federal Aid, Federal Programs, Health Services, School Districts, School Funds, State Aid, \*Statistical Data, Tables (Data)

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

Local education agencies expended a record of 32.4 billion for current operations for free public elementary and secondary education for the 1969-70 school year. This amount represents an increase of 12 percent over the 1968-69 school year. These expenditures represented an estimated 92 percent of all current expenditures from all sources (local, State, and federal) for public elementary and secondary schools during the year. Data for this report were furnished by the State education agencies, and were used to establish the "average per pupil expenditure in a State" as required under Public Law 89-750 for administration of Title I, ESEA. (Author)

**ED 073 562** 80 EA 004 962

Alexander, Kern, Ed. Jordan, K. Forbis, Ed.  
Constitutional Reform of School Finance. National Educational Finance Project, Gainesville, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Nov 72

Note—229p.: Papers presented at law and education conference (Indianapolis, Indiana, Spring, 1972)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Conference Reports, Court Cases, \*Educational Finance, \*Education Vouchers, \*Equal Education, Equalization Aid, Expenditure Per Student, Federal Aid, \*Full State Funding, \*Parochial School Aid, Property Taxes, School Taxes, Speeches, State Aid

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This book contains conference papers by experts in educational administration, law, and economics. Six of the papers are devoted to a legal analysis of fiscal inequality among school attendance units, school districts, and States. These contributions are: (1) K. Forbis Jordan and Kern Alexander, "Constitutional Methods of Financing Public Schools"; (2) Richard A. Rossmiller, "Full State Funding: An Analysis and Critique"; (3) Kern Alexander, "Constitutionality of Federal School Aid Formulas"; (4) D. Brock Hornby and George W. Holmes, "Equalization of Resources Within School Districts"; (5) Jo Desha Lucas, "An Overextension of Equal Protection"; and (6) Roe L. Johns, "Some Critical Issues in School Financing." Three concluding papers provide a pro and con discussion of public aid to parochial schools wherein both legal and economic aspects of alternative financing schemes are brought into play. These contributions include: (1) William E. McManus, "Future Financing of Nonpublic Schools"; (2) Edd Doerr, "Implications of Supreme Court Decisions for Public Aid to Parochial Schools"; and (3) Frederick O. Goddard and Irving J. Goffman, "Educational Vouchers: Pro and Con." (Author/JF)

**ED 073 563** 24 EA 004 963

The Assistant Principal. A Collection of ERIC Document Resumes.

National Association of Secondary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date Feb 73

Contract—OEC-0-8-080353-3514

Note—18p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activism, \*Administrator Role, \*Annotated Bibliographies, Bibliographies, \*Curriculum Development, \*Discipline, Educational Administration, Flexible Scheduling, Nongraded System, \*Principals, Programed Instruction, Schedule Modules, Scheduling, Student Centered Curriculum, Student Participation, Teacher Administrator Relationship, Team Administration, Teamwork, Year Round Schools

Identifiers—\*Assistant Principals

This publication comprises 42 annotated citations of literature considered to be of interest to assistant principals. The entries are classified according to and organized under seven topics: (1) the role of the assistant principal, (2) curriculum development, (3) discipline, (4) the management team, (5) scheduling, (6) staff relations, and (7) student activities. (EA)

**ED 073 564** 24 EA 004 964

Fennessey, James J.

Focused Flexibility in a Secondary School: A Description and Analysis.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Report No.—JHU-R-149

Bureau No.—BR-6-1610

Pub Date Jan 73

Grant—OEG-2-7-061610-0207

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, \*Case Studies, \*Courses, Data Processing, Educational Innovation, \*Information Systems, Quarter System, \*Report Cards, School Organization, \*School Registration, Secondary Education

Identifiers—Baltimore, \*Walbrook High School

This paper describes a secondary school in Baltimore, Maryland, and presents a chronological account of how the school developed and implemented course registration and grade reporting procedures. The school aims at (1) providing "focused flexibility" to the students, enabling them to select among quarterly offerings of courses; and (2) effectively monitoring student progress under the quarterly system. With outside aid and

within a 2-year period, the school developed and installed workable registration and grade reporting systems that are successfully helping to meet both objectives. (Author/DN)

**ED 073 565**

EA 005 005

Ozmon, Howard Craver, Sam

Ensling: A Moral Issue. Fastback Series, No. 7.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 72

Note—38p.

Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, \$.50, prepaid. Set of six, \$2.00, Quantity and Membership Discounts)

**Document Not Available from EDRS.**

Descriptors—\*Bus Transportation, \*Court Cases, Housing Discrimination, \*Integration Methods, Metropolitan Areas, Moral Issues, Racial Distribution, \*Racially Balanced Schools, School Integration, \*Student Transportation, Urban Schools

This report discusses the current school busing crisis, examines the history of busing, and looks into the future of busing. In discussing the current crisis the authors examine recent court cases mandating busing to achieve desegregation. They go back into history to trace the tradition of busing, to obtain facts and figures, and to look at past uses of busing to achieve desegregation. In looking to the future of busing they discuss conflicting reports as to the effects of busing and examine the moral issue of using busing as an expedient substitute for integrated housing or equal job opportunity. (JF)

**ED 073 566**

EA 005 006

Barnes, Ron

Learning Systems for the Future. Fastback Series, No. 9.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 72

Note—38p.

Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, \$.50, prepaid. Set of six, \$2.00, Quantity and Membership Discounts)

**Document Not Available from EDRS.**

Descriptors—Educational Experiments, Educational Technology, \*Futures (of Society), \*Instructional Innovation, \*Instructional Systems, \*Learning Activities, \*Learning Processes, Learning Theories, Man Machine Systems, Resource Centers, Student Centered Curriculum

The ideas for innovations in learning systems in this report are based on a scenario being developed for the Minnesota Experimental City. The primary function of the new system being developed in Minnesota is to assist the individual learner to discover his interests, assess his needs, set his learning objectives, and pursue these objectives. The report describes the characteristics of the Minnesota learning system, discusses procedures for orienting learners to the new system, identifies the people involved, and discusses the tools, resources, and facilities to be used. (JF)

**ED 073 567**

EA 005 007

Riordan, Robert C.

Alternative Schools in Action. Fastback Series, No. 11.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 72

Note—46p.

Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, \$.50, prepaid. Set of six, \$2.00, Quantity and Membership Discounts)

**Document Not Available from EDRS.**

Descriptors—\*Alternative Schools, Educational Innovation, \*Experimental Schools, Freedom Schools, Pilot Projects, \*Public Schools, School Community Relationship, \*School Environment, Secondary Schools, \*Student Teacher Relationship

This report discusses the problems of alternative schools in general and describes the experiences of two public alternative high schools—the Cambridge Pilot School (a "school-within-a-school" in Cambridge, Massachusetts), and Metro High School (a "school without walls" in Chicago). The report (1) describes what goes on

inside these two schools; (2) indicates some of the successes, problems, and patterns of development that recur in many alternative schools; and (3) suggests some of the tasks that must be accomplished if alternative schools are to remain true to their initial calling and have a deeper and more lasting impact than previous educational fads. The report devotes more of its discussion to issues of process -- who makes decisions, how people relate to each other, and how the school defines itself relative to the system -- than to program content. (Author/JF)

ED 073 568 EA 005 009

Supreme Court of the United States Syllabus: San Antonio Independent School District Et. Al. v. Rodriguez Et. Al. Appeal from the United States District Court for the Western District of Texas. No. 71-1332, Argued October 12, 1972 -- Decided March 21, 1973.

Supreme Court of the U. S., Washington, D.C. Pub Date 21 Mar 73

Note--138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Academic Achievement, \*Court Cases, Economic Status, \*Educational Finance, \*Equal Education, Equalization Aid, Equal Protection, Expenditure Per Student, Foundation Programs, Minority Groups, \*Property Taxes, State Aid, State Laws, State School District Relationship, \*Supreme Court Litigation

Identifiers--Texas

In this landmark educational finance opinion (presented here in full) the U.S. Supreme Court held that the Texas case was not a proper case in which to examine a State's laws under standards of strict judicial scrutiny. That test, according to the Court, is reserved for cases involving laws that operate to the disadvantage of suspect classes or interfere with the exercise of fundamental rights and liberties explicitly or implicitly protected by the Constitution. In particular, the Court held that (1) the Texas system does not discriminate against any definable class of "poor" people or occasion discrimination based on the relative wealth of families in a district; (2) although education is one of the most important services performed by the State, it is not within the limited category of rights recognized by the Court as guaranteed by the Constitution; and (3) this was an inappropriate case in which to invoke strict scrutiny since it involved the most delicate and difficult questions of local taxation, fiscal planning, educational policy, and federalism. The Court concluded that, although concededly imperfect, the system bears a rational relationship to a legitimate State purpose and is not, therefore, in violation of the Equal Protection Clause of the 14th Amendment. (Author/JF)

ED 073 569 EA 005 031

Ironsides, Roderick A.

A Process Evaluation: The Fall 1972 Follow-up. A Supplement to the 1971-72 Nationwide Installation of the Multiunit/IGE Model for Elementary Schools.

Educational Testing Service, Princeton, N.J. Spons Agency--Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No--ETS-PR-73-3

Pub Date Feb 73

Contract--OEC-0-71-3705

Note--64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Case Studies, Curriculum Development, \*Elementary Schools, \*Formative Evaluation, Individualized Instruction, Individualized Programs, Instructional Innovation, \*Multiunit Schools, \*National Surveys, \*School Surveys, Surveys

Identifiers--IGE, \*Individually Guided Education, Multiunit School Organization, MUSE

The followup study reported here is a supplement to the process evaluation of the 1971-72 multiunit school organization/individually guided education (MUSE/IGE) nationwide installation effort by the Wisconsin Research and Development Center. The major purpose of the followup study was to determine basic implementation status in a number of schools -- at about the midpoint of the second year of the overall installation program -- using selected criteria related to both MUSE and IGE programming. In all, 98 schools were chosen for the followup phase, including (a) the sample of 68 which had been selected for detailed reporting in Spring 1972, (b) 13 schools which had reported initiating MUSE/IGE in late

Spring 1972, and (c) 17 schools which had indicated plans for 1972-73 installation. Evidence shows that the MUSE/IGE organizational and instructional changes have taken hold in the majority of schools responding to the followup. Apparently attrition has been slight if existent at all, and many schools have come closer to institutionalizing the two areas of innovation. Related documents are ED 066 623 and ED 066 624. (Author/DN)

ED 073 570 24 EA 005 032

Knezevich, S. J. Way, Russell

The Generation of Multiunit School Instructional Organization Models for Secondary Schools. Theoretical Paper No. 38.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency--Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No--BR-5-0216

Pub Date Sep 72

Contract--OEC-5-10-154

Note--39p.; Report from the Facilitative Environments Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Curriculum, Educational Innovation, Individual Instruction, Instructional Design, \*Instructional Innovation, \*Models, \*Multiunit Schools, Organization, \*School Organization, \*Secondary Schools

Identifiers--IGE, Individually Guided Education, \*Instructional Organization

The purpose of this theoretical paper is to describe a set of models for the instructional organization of the multiunit secondary school. The school's instructional organization is viewed as a mechanism for structuring resources to influence learning outcomes. The multiunit elementary school (MUSE-E) models served as the point of departure for extending individually guided education (IGE) to the secondary levels. The major variables that influenced the design of the IGE/multiunit secondary school (MUS-S) were characteristics of the individual learner, insights into human abilities and learning, and the structure of the learning environment. A "multiunit component crosswalk" was created to identify MUSE-E components (such as nongrading, staff hierarchies, and continuous progress) that could be applied to middle and senior high school levels. A modular instructional organization was generated for the IGE/MUS-S. The basic components were the "Individually Guided Interdisciplinary" Module, which includes all required experiences, and the "Enrichment" Module, which includes all elective experiences. Each module was comprised of a learner unit, instructional unit, curriculum unit, and decision unit. Variations of IGE/MUS-S models were developed for junior high, middle, and senior high schools of various sizes. (Author/DN)

ED 073 571 EA 005 033

Design of an Operational Planning and Reporting System for the Educational Extension Program (EEP). Final Report.

Evaluation Technologies, Inc., Arlington, Va.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C.

Bureau No--BR-2-1040

Pub Date Feb 73

Note--256p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors--\*Educational Planning, Evaluation Criteria, \*Extension Education, Federal State Relationship, Information Systems, Master Plans, Pilot Projects, Program Coordination, \*Program Descriptions, Program Development, \*Program Planning, State School District Relationship, \*Statewide Planning

Identifiers--\*Educational Extension Program, Management by Objectives

This document reports on an 8-part task undertaken to produce an operational planning and reporting system for a proposed Educational Extension Program (EEP) that would use management-by-objective techniques. An integrated schedule of activities was developed to extend the program from the three pilot project States to nationwide implementation and to establish a three-way operating partnership between Federal, State, and local education agencies. Procedures were developed for incorporating changes in the EEP into the schedule; and a system for reporting and data collection was devised. Forms were

designed to provide the information needed for regularly monitoring the progress and problems of the participating States and for providing information to measure the development progress and the effectiveness of the EEP. Finally, three components of the EEP were defined and developed: (1) the scope required for operation and maintenance of the program; (2) the parameters for long-range monitoring; and (3) the criteria for evaluating proposals submitted by the States. (Author)

ED 073 572 EA 005 034

Croft, Don B., Ed. Koenig, Adolph J., Ed. Application of Research Management Techniques. New Mexico State Univ., Las Cruces. Claude C. Dove Learning Center.

Pub Date 71

Note--90p.; Papers presented at Special Interest Group on Research Management Symposium at American Educational Research Association Annual Meeting (57th, New York City, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Computers, Educational Research, Guidelines, Information Systems, \*Management, \*Management Information Systems, Management Systems, Organization, Reading Research, \*Research, \*Research and Development Centers, Research Design, \*Research Directors

Identifiers--Research Management Computerized Methods

The symposium papers in this document describe specific applications of research management techniques currently being used by research and development organizations. Topics of the papers are based on subjects practicing R & D managers have found important in the management of research. Although the symposium was not specifically designed to include all aspects of research management, the papers when taken together comprise a "working" model for managing the information associated with R & D activities. Topics of the five papers include (1) a prototype research management system whereby information is organized for easy retrieval by research managers, (2) a description of organizational operations procedures and policies that reduce the administrative burden on researchers and developers and assist management in operating an effective R & D organization, (3) a system for using the computer to manage information about the financial expenditures of an R & D organization, (4) the application of a research management procedure, the Convergence Technique, with the Reading Research Program sponsored by the U.S. Office of Education, and (5) the steps necessary for planning and implementing a research and development program. (Author/DN)

ED 073 573 EA 005 054

Evaluation of the 45-15 Plan, a Year-Round School Operation of Valley View School District 96, Lockport, Illinois. Final Report.

Valley View School District, Lockport, Ill.

Spons Agency--Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Jul 72

Note--50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Academic Achievement, \*Administrator Guides, Cost Effectiveness, Extended School Year, \*Program Evaluation, School Buildings, \*School Calendars, School Community Relationship, \*School Schedules, Space Utilization, Student Attitudes, \*Year Round Schools

Identifiers--\*Plan 45-15

This report summarizes the conclusions and insights of several hundred people who have been directly involved in the 45-15 Plan for its first two years of operation. The 45-15 Plan divides the neighborhood served by a school into four sections. Each section attends 45 school days and then takes a vacation, 15 days long. The attendance dates of the four sections are staggered so that only three-fourths of the pupils are in school at any one time. This report begins by describing how the 45-15 Plan originated and how the evaluation design was prepared. The major data collected for the evaluation included student achievement, student attitudes, community reactions, reactions of professionals, and internal administrative adjustments. Attitudes were surveyed by questionnaires and interviews. Stan-



standardized achievement tests, administered by trained testers, were used with students. The report includes conclusions and recommendations coming from the evaluation. The appendixes include samples of the forms used for evaluation and a suggested plan of action for school districts embarking on a 45-15 Plan. Related documents are ED 047 189, ED 048 524, and EA 004 840. (Pages 16 and A-1 through A-21 may reproduce poorly.) (Author/DN)

## EC

**ED 073 574** EC 051 122  
Ramos, Pearle R.  
Career Opportunities in Teaching Exceptional Children.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.  
Pub Date May 71  
Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Employment Opportunities, \*Exceptional Child Education, \*Handicapped Children, \*Occupational Choice, Professional Education, Special Education Teachers, Vocational Interests

The brochure introduces special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina universities which offer professional training in special education. The following handicaps are individually discussed including statistics which contrast the number of handicapped in North Carolina with the number being professionally served: physically impaired, speech impaired, hearing impaired, visually impaired, learning disabled, emotionally disturbed, educable mentally retarded, trainable mentally retarded, and gifted and talented. Briefly noted are the four Special Education Instructional Materials Centers, a proposed deaf-blind center, funding under the Vocational Educational Act, and the provision of psychological services. Addresses are given from which further information may be obtained. (DB)

**ED 073 575** EC 051 123  
Stovall, Betty J. And Others  
HANDS-ON, Career Exploration for Bright Students.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.  
Pub Date 72  
Note—92p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Education, \*Curriculum Guides, \*Exceptional Child Education, \*Gifted, Junior High School Students, \*Prevocational Education, \*Workshops

Produced as part of a 5 week workshop on career explorations for 51 bright, middle grade students and 20 teachers, the curriculum guide discusses career education, outlines the workshop experiences, considers the inquiry process, and outlines 60 units on non baccalaureate careers in 15 career clusters. A lack of career education programs with other than a college preparatory emphasis for bright students is said to have led to the workshop which provided teacher inservice training and 3 weeks of pupil experiences in six career clusters. Workshop experiences are reported to have included field trips, simulations, and actual experience with activities such as telegraphy, drafting, and bricklaying. The inquiry process of instruction which utilizes a variety of learning and teaching styles is outlined. The majority of the guide contains the career exploration units of which the tobacco farmer, floral designer, commercial bank teller, and game warden are examples. Units are outlined in terms of career cluster, career, suggested problem, introductory activities, hypothesis, investigation, conclusion, presentation, evaluation, and related disciplines. Appendixes include work preference scales used to evaluate the workshop. (DB)

**ED 073 576** EC 051 124  
Union Catalog: Special Education Instructional Materials Center Network.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.  
Pub Date Sep 72  
Note—323p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Annotated Bibliographies, \*Exceptional Child Education, \*Handicapped Children, Instructional Materials, Instructional Materials Centers, Regional Programs, Textbooks

Identifiers—\*North Carolina

Listed are approximately 5100 professional textbooks or instructional materials available to clients from the three Special Education Instructional Materials Centers in North Carolina. Client status is said to be available to anyone concerned with the education of exceptional children. The procedure for borrowing items from the centers is explained. The listing is said to be inclusive through June 30, 1971. Listings generally include call number, title, annotation, source, copyright date, and price. Items are listed under 25 categories of professional textbooks such as mental retardation and hearing handicapped and under 16 subject areas such as reading and social studies. Also provided are publishers' addresses. (DB)

**ED 073 577** EC 051 130

Gaver, Wayne

Woodworking Guide for Visually Handicapped Students. A Five County Vocational Skills Training Program for the Blind.

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 72

Note—122p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adolescents, \*Curriculum Guides, \*Exceptional Child Education, \*Industrial Arts, \*Visually Handicapped, \*Vocational Education, Young Adults

Presented is an industrial arts curriculum guide for woodworking which developed out of a 3 year program designed to meet the unmet vocational education needs of visually impaired students enrolled in junior high, secondary, and community colleges in a five county region of California, and to provide inservice training to regular vocational education teachers and counselors working with blind students. Four chapters introduce travel techniques used in the shop, orientation to the shop, measuring devices, and hand tools, respectively. Eight chapters present the principal machines found in school workshops in terms of description, safety, adaptations, orientation, exceptions, operation, maintenance, and references. Considered are the circular saw, the drill press, the radial arm saw, the wood lathe, sanders, band saw and scroll saw, the planer and joiner, and electric hand tools. Two final chapters instruct in sanding the project and finishing the project. For other program documents see EC 051 131 through EC 051 133. (DB)

**ED 073 578** EC 051 131

Rahn, Constance H.

Home Economics Guide for Visually Handicapped Students. A Five County Vocational Skills Training Program for the Blind.

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 72

Note—196p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adolescents, \*Curriculum Guides, \*Exceptional Child Education, \*Home Economics, Self Care Skills, \*Visually Handicapped, Young Adults

Identifiers—\*Daily Living Skills

Presented is a curriculum guide for home economics which developed out of a 3 year program designed to provide vocational education for visually impaired students enrolled in junior high, secondary, and community colleges in a five county region of California. The guide presents a section each on foods, grooming, home management and child care, and sewing. Major appliances are discussed at the beginning of each section in terms of description, safety, adaptations, maintenance, and orientation, followed by nonvisual techniques which are listed in alphabetical order. Approximately 50 appliances or techniques are considered under foods among which are the blender, the electric skillet, basting food, and fat and frying. Twenty-seven grooming techniques are presented such as aftershave care and hair setting. The section on home management presents 28 appliances or techniques including the clothes dryer, iron, baby diapering, and

fuse changing. Thirty skills such as basting seams and cutting out a pattern are taught in the section on sewing. An appendix gives sources for large print, braille, or talking book publications, a discussion of orientation and mobility, and a list of consumer publications. For other program documents see EC 051 130, EC 051 132, and EC 051 133. (DB)

**ED 073 579** EC 051 132

Russell, Gene H.

A Five County Vocational Skills Training Program for the Blind. Project Document.

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 72

Note—180p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adolescents, \*Counseling, \*Exceptional Child Education, \*Program Development, Regular Class Placement, \*Visually Handicapped, \*Vocational Education, Young Adults

Assembled are the ideas, techniques, and written documents of a 3 year, five county vocational skills training program designed to provide vocational skills and counseling to blind and partially sighted students in grades 7 through 14 within regular vocational classes. Technical and industrial arts, homemaking, and work experience are vocational areas emphasized by the program. Included in the introduction to the visually handicapped student are four methods of orientation and mobility. Teacher preparation is discussed and a referral system explained. Questions of regular vocational teachers are answered. Described are tests used in the program. Samples of approximately 35 forms used in the program such as registration forms and parent conference reports are provided. Local resources utilized are listed as are the written and visual products of the program. A formula to aid in the determination of staff requirements is explained. One of the recommendations of the program is that itinerant inservice teams be developed at the state level. Equipment and supplies suggested for industrial education and daily living skills are listed with prices and sources. For related documents see EC 051 030, EC 051 031, and EC 051 033. (DB)

**ED 073 580** EC 051 133

Russell, Gene H.

A Five County Vocational Skills Training Program for the Blind. Evaluation Document.

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 72

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adolescents, \*Exceptional Child Education, \*Program Evaluation, \*Questionnaires, \*Visually Handicapped, \*Vocational Education, Young Adults

Evaluated was a 2 year, five county vocational program for visually handicapped junior high, secondary, and junior college students designed to encourage skill development of the student and inservice training of the regular instructor. Evaluation was by means of two questionnaires to which 53 vocational educators, 62 nonvocational educators (teachers of the blind and administrators), and 65 student teachers and prospective teachers responded. Two of the six conclusions after analysis of the data are that partially sighted and blind students can be successfully integrated into regular programs and that regular vocational educators will enroll blind and partially sighted pupils if they receive inservice training. To further vocational education for the visually handicapped, project evaluators made nine recommendations of which the following four are examples: the replication of similar projects in other regions, the development of an itinerant inservice team at the state level, and the establishment of a clearing house at the state level for career and vocational materials for the handicapped. Appendixes include the two questionnaires used in the evaluation. For other program documents see EC 051 030 through EC 051 032. (DB)

**ED 073 581** EC 051 176

Gallagher, James J. And Others

Program Planning and Evaluation. First Chance for Children, Vol. 2.



North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Trends, \*Exceptional Child Education, \*Handicapped Children, \*Preschool Children, \*Program Evaluation, \*Program Planning

Identifiers—First Chance

Presented by the Technical Assistance Development System are a planning model for the specification of problems and an evaluation strategy for information collection to implement decision making in the First Chance network of programs for preschool handicapped children. The first chapter offers a planning model in terms of measurable goals, administrative objectives, and outcome objectives for the target populations of children, parents, and decision makers. The second chapter considers evaluation to consist of daily process evaluation and longer term product evaluation based on standardized and nonstandardized measures of administrative and outcome objectives. Major types of data requests by the Bureau of Education for the Handicapped are briefly considered in the third chapter. The final chapter on educational trends suggests that the emphasis on planning and evaluation has arisen out of research such as the J.S. Coleman Report as well as community doubts about the educational non-system's ability to improve. Planning problems such as funding patterns are noted. Also given are a glossary of planning terms and examples of goals and objectives. See EC 050 080 for volume one. (DB)

ED 073 582

EC 051 219

Stallings, Clifford

*Gifted Disadvantaged Children.*

Connecticut Univ., Storrs.

Pub Date Mar 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Diagnosis, Educational Trends, \*Effective Teaching, \*Exceptional Child Education, \*Gifted, Guidelines, \*Identification, Teaching Methods, \*Urban Schools

Presented are guidelines to help teachers effectively identify and educate gifted students from urban environments. It is said that the one consistent criteria that teachers may use to identify gifted students is the depth to which students respond to environmental items (recall of street signs or types of automobiles found on the block and analysis of community affairs). Teachers observations and peer evaluation are also thought to be useful means of identifying gifted children. It is recommended that strategies for motivating gifted children include helping the child plan his occupational goal, finding individuals in the community who could assist teachers in developing their student's occupational model, developing communications with parents, and providing concrete experiences that allow students to explore their talents and discover their potential. Teachers are encouraged to create an environment in which community situations are the basis for learning and to develop students' leadership potential, especially at junior and senior high school levels. Educational trends such as the following are identified and commended: emphasis on early identification of talents, abolition of grade placements as presently conceived, experiences which allow divergent as well as convergent thinking, and use of systems analysis in planning students' programs. (GW)

ED 073 583

EC 051 235

Funk, Kerri L. Tseng, M. S.

*Effects of Classification Exposure upon Numerical Achievement of Educable Mentally Retarded Children.*

Pub Date 73

Note—12p.; Paper presented at 1973 Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classification, \*Educable Mentally Handicapped, \*Exceptional Child Research, \*Mathematics, Mentally Handicapped, \*Number Concepts

Two groups of 32 educable mentally retarded children (ages 7 to 14 years) were compared as to their arithmetic and classification per-

formances attributable to the presence or absence of a 4 1/2 week exposure to classification tasks. The randomized block pretest-posttest design was used. The experimental group and the control group were matched on their arithmetic skills prior to the experiment. It was found that arithmetic post-test scores covaried significantly with arithmetic pre-test scores and classification pre-test scores and that classification post-test scores covaried significantly with age and classification pre-test scores. The experimental group showed significantly higher post-test performances on arithmetic and classification over the control group, indicating that the classification exposure treatment facilitated the acquisition of arithmetic as well as classification skills. (Author)

ED 073 584

EC 051 236

Jenkins, Joseph R. Mayhall, William F.

*Dimensions and Attributes of Resource Teacher Systems Serving Handicapped Learners.*

New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.

Pub Date 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Exceptional Child Education, \*Learning Disabilities, \*Program Evaluation, \*Resource Teachers

Resource teacher systems serving learning disabled children are discussed in terms of the varying dimensions of type of service (direct versus indirect), diagnostic/prescriptive orientation (ability versus skill), and delivery (resident versus itinerant). Individual resource programs are thought to vary on the dimensions due to intransigent factors such as incidence of handicapped children or rural locale. Standard minimal attributes of any resource system are given to be the clear specification of objectives, regular and public progress measures, a commitment to and management of individualized instruction, and optimism. (Author/DB)

ED 073 585

EC 051 237

Nazzaro, Jean

*Second Dimension: Special Education Administrators View the Field.*

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—19p.; Imprint, One of a Series of Special Interest Papers from the CEC Information Center

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Problems, Administrator Attitudes, \*Exceptional Child Research, \*Handicapped Children, Interviews, \*National Surveys, Special Education Teachers, \*Supervisors

Reported were the results of a telephone interview survey of all the state directors of special education, the director of special education of the District of Columbia, and 40 administrators of local districts which considered topics such as current problems and issues, outstanding programs, personnel training, identification and diagnosis of children, and program evaluation. Seen as the most controversial issue was mainstreaming and the labeling or categorizing the disabilities. Effectiveness of programs was the area most frequently given to be of highest research priority. Finding well trained, competent staff was reported to be the most difficult problem of special education administrators. Approximately half of the state directors reported 50% or more of their exceptional children currently being served while six state directors thought that less than 25% were being served. Thirty-five state directors cited emotionally disturbed children as being the most difficult for which to program. (DB)

ED 073 586

EC 051 238

*Guidelines for Developing Computer Based Resource Units. Revised.*

State Univ. of New York, Buffalo. Educational Research and Development Complex.

Pub Date Mar 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, \*Computer Assisted Instruction, \*Computer Programs, Course Objectives, Evaluation, \*Exceptional Child Education, \*Guidelines, Handicapped

Children, Instructional Materials, \*Resource Guides

Presented for use with normal and handicapped children are guidelines for the development of computer based resource units organized into two operations: one of which is the production of software which includes the writing of instructional objectives, content, activities, materials, and measuring devices; and the other the coding of the software components in preparation for computer retrieval. One of the five aspects of writing instructional objectives discussed is criteria such as that objectives should be behavioral and student oriented. Selectivity is seen to be the critical consideration in writing content items. Also given are guidelines for specifying materials and formulating activities. It is suggested that measuring devices be imaginative, varied, and possessed of adequate achievement criteria. Each component (objective, content, activity, material, or measuring device) is identified by number and coded to both objectives and variables. Fourteen variable categories such as student interests and physical handicaps are considered in terms of coding guidelines. Examples of coding sheets and a listing of appropriate categories for coding variables are given as well as 248 instructional variables listed under the 14 major categories. See also EC 051 239 through EC 051 241 for related documents. (DB)

ED 073 587

EC 051 239

*Computer Assisted Planning: A User Manual for Computer Based Resource Units.*

State Univ. of New York, Buffalo. Educational Research and Development Complex.

Pub Date Oct 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Educational Planning, \*Exceptional Child Education, Guidelines, Handicapped Children, \*Individualized Instruction, \*Resource Guides

Intended for teachers, the user manual for computer assisted planning to individualize instruction for normal and handicapped children describes computer based resource units and gives instructions for obtaining a computer based resource guide. Computer based resource units are described as consisting of objectives, content statements, activities, materials, and evaluation devices coded to various learner variables. Also given are directions for filling out the request form and a listing of the approximately 40 unit titles currently available with appropriate grade ranges specified. See EC 051 238, EC 051 240 and EC 051 241 for related documents. (DB)

ED 073 588

EC 051 240

*Sample Computer Based Resource Guide for World Health.*

State Univ. of New York, Buffalo. Educational Research and Development Complex.

Pub Date Oct 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Exceptional Child Education, \*Foreign Countries, Handicapped Children, Health, \*Health Education, Instructional Materials, \*Resource Guides

Presented is a sample computer based resource guide on world health, part of a computer based program to assist teachers of normal and handicapped children in individualizing instruction. The guide is based on a sample request form which specifies group and individual objectives, interests, developmental tasks, reading level, mental and chronological ages, and handicaps, if any. The world health unit lists nine objectives at the elementary level and 12 objectives at the secondary level. Given for group use are one instructional objective, 16 content statements, 12 small group activities, 8 large group activities, 27 materials such as books and films, and 13 measuring devices. The individual program for the particular child listed on the request form includes 13 activities and 24 materials. An address is given for further information. See EC 051 238, EC 051 239 and EC 051 241 for related documents. (DB)

ED 073 589

EC 051 241

*Research and Evaluation of Computer-Based Resource Units.*

State Univ. of New York, Buffalo. Educational Research and Development Complex.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Exceptional Child Research, Handicapped Children, \*Individualized Instruction, \*Program Evaluation, \*Resource Guides

Evaluated was the impact of computer based resource units on teacher decision making and the teaching/learning process by analysis of 18 doctoral dissertations, a 1969 analysis of teacher reactions, and a continuing analysis of evaluation forms returned by teachers using the units (intended for normal and handicapped children). Among the findings of the evaluation process were that the resource guides help teachers individualize instruction and result in increased planning time and more efficient teaching time. Suggested was the development of a computer based resource unit as an inservice or preservice teacher training experience. Summarized were the responses given in the evaluation forms received from October, 1970, to July, 1971. A bibliography lists 18 research studies, 12 related articles, and two books. For related documents see EC 051 238 through EC 051 240. (DB)

ED 073 590 EC 051 244

Blindert, H. Dieter

**Strategies for the Sequential and Consequential Arrangement of School-Appropriate Behaviors: The Establishment of School-Appropriate Behaviors in Normal, Retarded and Handicapped Children through the Application of Operant Tactics.**

Pub Date 73

Note—15p.; Presented at Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Objectives, \*Behavior Change, Childhood, Early Childhood, \*Exceptional Child Research, \*Mentally Handicapped, \*Operant Conditioning, Teaching Methods

Twenty children diagnosed as mentally retarded (MR) were enrolled in a special training program designed to increase Ss' school-appropriate behaviors by means of the sequential and consequential arrangement of teaching objectives and teaching procedures. A hierarchy of achievement levels was established with a sequential and consequential arrangement of 30 behavioral objectives. The behavioral repertoire described by the 30 levels was thought to be comparable to performances asked from a normal child entering a standard first grade classroom. The 20 Ss engaged in a total of 406 sessions, each approximately 10 minutes long. It was reported that a total performance increment of 131 level achievements was attained, that these level achievements required a total teaching time of 51 hours and 24 minutes, and that a total number of 12,817 interactions between student-trainees and Ss were used to establish the achievement levels. All instruction was accomplished by 34 trainees (20 staff members of institutions for the MR, six nursery school teachers, and eight mothers of retarded children) who had previously participated in a 45 hour training program on operant conditioning tactics. The achievement levels and their consequential arrangement were described in detail. (GW)

ED 073 591 EC 051 245

Webb, Ruth C. And Others

**Evaluating the Sensory-Motor Bases of Behavior in the Profoundly Retarded.**

Pub Date Aug 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Custodial Mentally Handicapped, \*Exceptional Child Education, Mentally Handicapped, \*Motor Development, \*Perceptual Motor Coordination, \*Testing, Test Interpretation

Discussed are the theoretical background and evaluation procedures of the Glenwood Awareness, Manipulation, and Posture Index Number One, an instrument for measuring the sensory-motor bases of behavior in the profoundly retarded. The authors maintain that, by using the processes of recognition, interaction, and mobility as criteria for the developmental levels of awareness, manipulation, and posture, it becomes possible to assess reception of sensory stimuli and development of recognition processes separately from the assessment of fine and gross motor skills and mobility skills. Described are items of the Awareness Scale which elicit defensive reactions

to aversive stimuli, entice the child to draw closer to pleasurable sensations, and evaluate the child's ability to combine memory of past events with the stimulus of the moment. The Manipulation Scale is designed to appraise a child's inclination to handle objects spontaneously, to respond to gestured and spoken commands, and to communicate needs and desires through language (with or without words). The Posture Scale is said to evaluate ability to maintain a secure position in space in both stationary and movement states. It is noted that the test is without statistical validation, but that it has been helpful in identifying children who are alert but lack the motor capacity to express that alertness. (GW)

ED 073 592 EC 051 246

**Handicapped Children in the Regular Classroom.**

Fountain Valley School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*Educable Mentally Handicapped, \*Effective Teaching, \*Exceptional Child Research, Individualized Instruction, \*Learning Disabilities, Mathematics, Mentally Handicapped, Reading, \*Regular Class Placement, Resource Teachers, Self Concept

Reported was a project in which 60 educable mentally retarded (EMR) and 30 educationally handicapped (EH) elementary school students were placed in regular classrooms to determine whether they could be effectively educated in those settings. Effective education was defined in terms of improvement in reading, mathematics, student and teacher acceptance, and self-concept. Students were provided with individually prescribed programs based on daily assessment and prescription by a resource teacher, who also worked with regular classroom teachers to coordinate pupils' programs with regular class activities. Regular classroom teachers attempted to help handicapped students feel that they were valuable class members. EMR Ss were reported to have made an average of 9 months growth in reading and 12 months growth in mathematics achievement. It was found that EH students made an average of 11 months growth in reading and 12 months growth in mathematics achievement. Osgood's Semantic Differential Scale showed no differences in teachers' overall perception of handicapped versus nonhandicapped students. On the Auditory Self Concept Measuring Instrument, 77% of the EMR students and 86% of the EH students were reported to have reached criterion level. When the Stick Figure Test was used to measure self concept, 96% of the EMR and 100% of the EH students were found to have reached criterion levels. (Author/GW)

ED 073 593 EC 051 272

**Administrator's Guide; Programs for Exceptional Children.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date 72

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Policy, \*Educational Programs, \*Exceptional Child Education, Guidelines, \*Handicapped Children, \*Program Planning, State Legislation

Identifiers—Arizona

Intended for local school administrators, the guidebook suggests policies for the initiation, organization, and operation of special education programs in Arizona. Brief general definitions for various handicapping conditions are provided, along with general procedures related to the following activities: screening, referral, evaluation, primary language determination, placement, review of special educational placement, documentation, maximum membership in programs, facilities, work experience, certification, powers of the school board in the district or county, county school programs, contracting with public or private agencies, application for approval of special educational programs, attendance reporting, appropriation and apportionment of funds, and budgeting. In addition, particular procedures for each of the above categories are discussed for each of the following handicapped populations: mentally handicapped, emotionally handicapped,

gifted, homebound/hospitalized, multiply handicapped, physically handicapped, learning disabled, and speech handicapped. Appendices include state statutes related to the education of the handicapped, along with forms used in reporting and requesting special educational services. (GW)

ED 073 594

EC 051 305

Beliveau, Joseph E.

**A Pilot Program, Occupational Education for Students with Special Needs.**

Union Township Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educable Mentally Handicapped, Educational Programs, \*Exceptional Child Education, \*Job Skills, Mentally Handicapped, \*Prevocational Education, Program Descriptions, \*Trainable Mentally Handicapped, Work Attitudes

Described is the Occupational Conditioning Center Program, a vocational education program in which moderately to severely retarded persons are taught proper work attitudes and basic industrial skills. Program goals are said to include: exposing students to simulated work situations, giving students an opportunity to work in cooperation with others, teaching fundamentals of personal and collective safety in a simulated work situation, and providing staff with adequate opportunities to evaluate students' potential for future skill training and employment. Means for implementing program goals are described: regulating the day's activities by an industrial time clock; developing an educational prescription for each student; using simple assembly lines as work task situations; drilling students in safety skills, such as use of the fire extinguisher; and using audio-visual aids to teach students a basic vocational vocabulary. Procedures for referring students to sheltered workshop or competitive employment situations are explained. Review of the program's first year is thought to show that pre-employment training has resulted in a smoother and more successful transition into the working force for the program's 20 trainable or educable mentally handicapped students. (GW)

ED 073 595

EC 051 307

Smith, Mary Ann Harvey, Ed.

**Feeding the Handicapped Child.**

Tennessee Univ., Memphis. Child Development Center.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date [72]

Note—157p.

Available from—Child Development Center, Department of Nutrition, 711 Jefferson Avenue, Memphis, Tennessee 38105 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Diets, \*Eating Habits, \*Exceptional Child Services, \*Handicapped Children, Interdisciplinary Approach, \*Mentally Handicapped, \*Nutrition

Presented are 35 brief papers on nutrition and handicapped children (particularly mentally retarded children) which were given at nutrition workshops at the Child Development Center of the University of Tennessee. Topics such as the following are examined: interdisciplinary approaches to nutrition services; the relationship of social work, pediatrics, nursing, psychology, and speech pathology to nutrition; recommended dietary allowances; inborn errors of metabolism; the role of undernutrition in mental retardation; and developmental milestones in feeding. Also treated are such issues as: evaluation of deviations in feeding abilities; feeding skill training; nutrition problems commonly encountered in the developmentally handicapped; childhood obesity; food habits; the continuum of nutrition services required by mentally retarded and developmentally handicapped children following evaluation; and an approach to the continuity of nutrition services for the child with phenylketonuria. Other papers discuss the anatomy and physiology of oral musculature as related to speech; psychosocial aspects of feeding; the evaluation of feeding problems through a team approach (social workers, nurses, psychologists, educators, pediatricians, and physicians); occupational



therapy; case studies illustrating nutritional assessment procedures; and interdisciplinary training for nutrition students. (GW)

ED 073 596 EC 051 311

Feldhusen, John F. And Others  
A Longitudinal Study of the Correlates of Children's Social Behavior.

Pub Date 73

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, February, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Aggression, \*Behavior Patterns, Childhood, Delinquents, Emotionally Disturbed, \*Exceptional Child Research, \*Family Characteristics, \*Longitudinal Studies, Prediction, \*Socially Deviant Behavior

Reported was an 8 year longitudinal study of social and antisocial behavioral correlates in 1550 third, sixth, and ninth grade children identified as either aggressive-disruptive or prosocial by their teachers. A more intensive study was made of 192 aggressive-disruptive and 192 prosocial children. Data included interviews, individual tests (such as the Kvaraceus Delinquency Proneness Scale), family rating by means of the Glueck Family Interaction factors and data on intelligence and academic achievement as reported in school records. Among the findings after 8 years were that 48% of the aggressive-disruptive group were found to have police records as compared to 22% of the prosocial group. Family factors found more commonly in the aggressive-disruptive children included inappropriate paternal discipline and inadequate maternal supervision. In school the aggressive-disruptive children were characterized by lower IQs and increasing gaps between achievement levels and expected performances. The Glueck measure was found to be a more effective predictive instrument than the Kvaraceus scale. Rank in high school graduating class was predicted by a multiple correlation of .88, while social adjustment was reported to be predicted with a multiple correlation of .82. Incidence of police contacts was predicted with 69% accuracy and juvenile court appearances with 76% accuracy. (DB)

ED 073 597 EC 051 386

Williams, Eddie H., Ed. Schrader, Donald R., Ed.

Annual Distinguished Lectures Series in Special Education and Rehabilitation (10th, Los Angeles, Calif., Summer 1971).

University of Southern California, Los Angeles. School of Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 72

Note—111p.

Available from—University Bookstore, University of Southern California, Los Angeles, California 90007 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Accountability, \*Educational Objectives, Educational Philosophy, \*Educational Planning, \*Exceptional Child Education, Expectation, \*Handicapped Children, Program Descriptions, \*Rehabilitation, Vocational Rehabilitation

Presented are six lectures in special education and rehabilitation given in 1971 at the University of Southern California. Dr. James Gallagher considers accountability, program planning, and program evaluation by means of a systems model. Suggested are the development of measurable educational objectives in special education. Dr. Edgar Lowell deals with the most productive use of funds and personnel. Offered is a model of educational planning which would include more mechanized schools and a higher ratio of pupils per teacher. Dr. Clayton Morgan explores aspects of human potential and suggests that limiting the expected achievements of the handicapped does them a great disservice. Dr. Frank Hewitt considers the dilemma of special versus regular classroom placement. He describes the Madison Plan which groups children having learning difficulties together in a progressive preacademic and academic program of classroom skills. Dr. Carolyn Vash stresses the necessity for a conceptual view of man and offers her own philosophy as a basis for rehabilitation programs. Andrew Marrin discusses principles of vocational rehabilitation such as the one-to-one client-counselor relationship in terms of his 30 years of experience in the field. (DB)

ED 073 598 EC 051 387

Educational Development and Utilization of a Composite Approach to Teaching the Exceptional.

Curricula Improvement Center, Punta Gorda, Fla. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee.

Pub Date 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attention Span, Behavior Change, \*Educable Mentally Handicapped, \*Exceptional Child Education, \*Inservice Teacher Education, \*Listening Skills, Mentally Handicapped, Operant Conditioning, Program Evaluation, Video Tape Recordings

Intended to reduce the occurrence of inattending behaviors in 400 educable mentally handicapped students and to increase and maintain attending behaviors, project EDUCATE is described as an inservice program to teach behavior modification techniques to 16 special education teachers. EDUCOURSE I is said to have resulted from a review of research, an analysis of videotaped classroom sessions, and an assessment of learning problems and teaching skills by exceptional child educators. The inservice course is described as consisting of a teacher handbook presenting the theoretical basis of the course and containing lesson plan aids for microteach lessons and four videotaped model lessons. Analysis of pre- and post-course videotapes of typical 15 minute classroom learning activities revealed significant achievement of the project objective by the teachers in the program. See EC 051 388 for the teacher handbook. (DB)

ED 073 599 EC 051 388

Attending Behavior: Skills for Teaching Exceptional Children. Teacher Handbook. An Inservice Training Program for Exceptional Child Educators. EDUCOURSE I.

Curricula Improvement Center, Punta Gorda, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Jun 72

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Attention Span, \*Behavior Change, \*Educable Mentally Handicapped, \*Exceptional Child Education, Guidelines, \*Inservice Teacher Education, Listening Skills, Mentally Handicapped, Operant Conditioning

Presented is the teacher handbook for EDUCOURSE I, a program designed to increase attending behaviors of educable mentally handicapped students by means of an inservice course in behavior modification techniques. Four instructional sequences consider assessment of interfering behaviors, eliciting attending behaviors, using teacher-attention to modify behavior, and devising and implementing a reinforcement system, respectively. Evaluation is by pre- and post-course videotapes of typical 15 minute classroom segments. The first instructional sequence provides theory and practice in the development of observational skills for assessing student attending problems. The second sequence further develops teacher skills through the discussion of attending behavior, student examples, and the establishment of rules for attending behavior. Considered during the third instructional sequence is the use of teacher attention to modify behavior with specific attention to means of using approval responses, of relating approval to student responses, and of redistributing teacher attention. The final instructional sequence develops a reinforcement strategy and gives guidance in establishing and enforcing contingencies. Considerable space is provided in the handbook for responses by the teacher. See EC 051 387 for the project report. (DB)

ED 073 600 EC 051 389

"Multi-County Diagnostic-Instructional Program for Young Deaf Children" (Serving Lee, Collier, Hendry and Charlotte Counties).

Lee County Board of Public Instruction, Fort Myers, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee.

Pub Date 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, Deaf, \*Diagnostic Teaching, \*Early Childhood, \*Educational Programs, \*Exceptional Child Education, Hard of Hearing, Program Descriptions

Described is a 1 year program designed to provide a sequential diagnostic-instructional program for 16 young deaf and hearing impaired children in four Florida counties. Objectives of the program are said to have included the development of language and communication skills, inservice education for staff members, parent activities to encourage better home training, purchase of special equipment and materials, renovation of facilities, and use of consultant services for inservice education and evaluation. An overall objective is given to have been the children's acquisition of readiness skills for an academic program with sufficient diagnostic-prognostic information to determine appropriate future programming. Photographs throughout the report illustrate program activities. Included are evaluation forms used in the program such as weekly reports, an aural developmental checklist, a behavioral checklist, and a guide to structured observation for parents. (DB)

ED 073 601 EC 051 390

Gross, F. P. And Others  
Ohio School Speech and Hearing Services.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, \*Exceptional Child Services, Hearing Therapy, School Services, \*Speech Handicapped, Speech Therapy, State Departments of Education, \*State Programs, \*State Standards

Identifiers—Ohio  
The pamphlet on speech and hearing services offered by the Ohio Department of Education discusses both the general status of speech and hearing services, and certification and program standards. The general status of Ohio's programs is described in terms of the history of speech and hearing therapy in Ohio, the present status of units in speech and hearing services, and past and current research and demonstration projects. Also examined are certification standards for therapists, State Board of Education program standards, and division policies. Guidelines are presented for the following aspects of program development: speech and hearing therapy services in a school system (staff functions and evaluative program criteria), equipment and facilities, program organization, instructional programs (scheduling methods, lesson planning, carry-over, termination of therapy, and followup cases), records and reports, sources of professional assistance, special state programs for the hearing impaired, and audiometric evaluations. Appendixes include: suggested record and report forms; the code of ethics of the Ohio Speech and Hearing Association; descriptions of the functions of the professional staff in the Division of Special Education; program standards for special educational units for deaf and hard of hearing children; and recommendations from the International Standards Organization. (GW)

ED 073 602 EC 051 391

Gibbons, Patrick  
Ohio Laws for Special Education.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date May 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, \*Educational Programs, \*Exceptional Child Education, \*Financial Policy, \*Handicapped Children, Special Classes, State Departments of Education, \*State Legislation, Teacher Certification, Transportation

Identifiers—Ohio

Presented are texts of Ohio state laws regarding the provision and funding of special educational programs, school attendance, and related issues. Laws regarding special educational programs deal with such topics as classes and training of teachers for the handicapped, inspection of classes, programs for the gifted, definition of handicapped persons, home instruction, qualifications of special education teachers, teaching systems in schools for the deaf, tuition and transportation



for special instruction, payment for boarding expenses, powers and duties of the County Children Services Board, and use of federal funds in providing transportation services. Included are laws concerning the administration of funds, calculation of payments to districts, certification of average daily membership, calculation of approved classroom units, determination of transportation costs, distribution of payments for educational programs and special circumstances, educational grants to parents of pupils attending nonpublic schools, tuition for nonresident pupils, certification of County Board of Education Annual Budget, and salary schedules for teachers. Laws on attendance treat such issues as suspension or expulsion, and compulsory school age. Also presented are related laws on such topics as schools for tubercular persons, educational aides, return of pupils to parents, and duties of the County Board of Mental Retardation. (GW)

**ED 073 603** **EC 051 392**  
Ohio's Program for the Education of the Handicapped. Interim Report.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date 73

Note—36p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Needs, \*Educational Programs, \*Exceptional Child Education, Expenditure Per Student, Facilities, Financial Policy, \*Handicapped Children, Manpower Needs, State Departments of Education, \*State Legislation, Statistical Data, Transportation, Tutoring

Identifiers—Ohio

Presented is the interim report on a comprehensive plan for the education of handicapped children in Ohio which was requested by the state legislature at the time of the passage of Subcommittee Senate Bill 405 (Sub. S.B. 405). Introductory chapters attempt to place Sub. S.B. 405 in historical perspective by examining the development of special educational programs and services in Ohio; a 1970 document discussing long range planning goals for special educational services in Ohio; and services provided by regional resource centers from 1967 through 1973. Major provisions of the bill and plans for its implementation are discussed briefly. The interim report examines the present status and projected needs of programs for the hearing impaired, visually handicapped, orthopedically handicapped, deaf/blind, learning disabled, emotionally disturbed, educable mentally retarded (EMR), and speech, hearing and language impaired (definitions of each handicapping condition are included). Present status and projected needs are also indicated for services such as home instruction, supplemental tutoring, and transportation; facilities; and manpower. Estimated costs of the programs and services are included. The report concludes with preliminary recommendations concerning such issues as interdistrict cooperation, transfers for trainable mentally retarded children, early assistance, new special education units, and vocational opportunity for handicapped children. (GW)

**ED 073 604** **EC 051 393**

Naples, Victor J. And Others

A Program for Visually Impaired Children.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date 73

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Programs, \*Exceptional Child Education, Guidelines, Program Planning, State Departments of Education, \*State Programs, \*State Standards, \*Visually Handicapped

Identifiers—Ohio

Disseminated by the Ohio State Department of Education, the booklet explains how to organize programs for the visually handicapped according to the vision center concept, and describes currently available state-sponsored services for the visually impaired. Suggested philosophy and goals of programs for the visually impaired are identified, along with the population to be served by such programs. Explained are the concept, the objectives, and suggested procedures (screening, parent groups, placement, integration, physical organization, mobility orientation, daily living skills, adaptive physical activities, educational

resources, study skills, channels for learning, vocational development, and use of audio equipment and teacher aides) of vision centers, which are said to combine the outstanding features of self-contained classrooms, resource teacher plans, and itinerant teacher plans. State-sponsored services available to school districts to assist in providing appropriate educational opportunities to individuals are discussed: tutoring services, student reader services, transportation, Ohio's Resource Center for the Visually Handicapped, the federal Quota Program, and the educational and medical clinic. Appendixes include a listing of suggested special equipment for vision centers, a listing of sources of equipment and materials, a guide to agencies and organizations concerned with the visually handicapped, and state program standards and teacher certification requirements. (GW)

**ED 073 605** **EC 051 394**  
New, Frank E.

Guidelines Work-Study Phase of E.M.R. Programs.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date 72

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrator Role, \*Educable Mentally Handicapped, Educational Objectives, \*Exceptional Child Education, Guidelines, Job Placement, Mentally Handicapped, \*Program Development, \*Program Planning, Secondary School Students, Vocational Education, \*Work Study Programs

Identifiers—Ohio

Guidelines are derived from analysis of the program policies and practices employed by administrators and coordinators of work study programs for educable mentally retarded high school students in Ohio. Described are different phases of work experience programs which allow students to explore possible vocational choices, to be trained in a particular area, and to prepare for the adult working world through workshop or community placement. Initiation of successful programs is said to involve interpreting work study programs to administrators, school staff, students, parents, and the community. Also stressed are the importance of in-school work experience; the identification of in-school and community work stations; assessing vocational readiness; community work study; developing an advisory committee of local businessmen, community leaders, and civic organization representatives; and utilizing services of community agencies. The role of the work study coordinator is discussed in relation to various responsibilities, including locating and screening potential work placement stations, evaluating and assisting students, initiating followup studies of program graduates, and functioning as a liaison between the school and community agencies. Instructional objectives are identified for primary, intermediate, junior high, and senior high levels. Administrative guidelines are presented for the following areas: program development, administrative involvement, criteria for selection of program coordinator, funding, extended summer services, and cooperation among programs. (GW)

**ED 073 606** **EC 051 417**

Heine, Lucy Rahaim, Betty

Prescriptive Education: Diagnosis and Implementation.

Jackson County Public Schools, Marianna, Fla.

Pub Date 73

Note—23p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior, \*Diagnostic Teaching, \*Diagnostic Tests, \*Exceptional Child Education, \*Instructional Materials, Language Instruction, \*Learning Disabilities, Mathematics, Perceptual Motor Learning, Reading, Speech Skills, Spelling, Teaching Guides, Teaching Methods

The booklet presents a rationale for a prescriptive teaching approach and discusses materials appropriate to both the diagnostic and instructional phases of prescriptive teaching. Prescriptive education is defined as an approach to curriculum based upon thorough diagnostic evaluation of a child's specific learning abilities and disabilities. Described are instruments for assessing students' perceptual motor abilities, spelling difficulties, arithmetic difficulties, behavior, speech

and language problems, and reading problems. It is recommended that teachers use descriptive data to analyze learning tasks (using either a behavioral approach or analysis of task presentation and response), develop teacher strategies, and establish terminal criteria. To illustrate how teachers may employ varied materials to meet educational objectives, contemporary teaching approaches are reviewed for the following subject areas: reading (basal readers, language experience, the kinesthetic approach, and the phonics approach), arithmetic (programed materials, Montessori materials, and games), spelling (use of typewriters, an alphabetic-phonetic approach, and a developmental program for remedial work), language development (psycholinguistic approach, and expressive approach), perceptual motor development, and behavior change. The importance of evaluation procedures in prescriptive teaching is stressed. (GW)

**ED 073 607** **EC 051 418**

Brown, Drucilla, Comp.

Handbook of Remedial or Developmental Activities to Accompany the Illinois Test of Psycholinguistic Abilities.

Jackson County Public Schools, Marianna, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date 72

Note—71p.

Available from—Jackson County School Board, Marianna, Florida 32446

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Child Development, \*Class Activities, \*Exceptional Child Education, Guidelines, \*Learning Disabilities, \*Perceptual Motor Coordination, Perceptual Motor Learning, \*Psychomotor Skills, Remedial Instruction, Teaching Guides

This handbook, intended to accompany the Illinois Test of Psycholinguistic Abilities, describes numerous remedial and developmental activities for perceptual motor and psychomotor skills. Observable classroom behaviors associated with various perceptual motor and psychomotor disabilities (visual-motor channel disability, auditory-vocal channel disability, decoding process disability, association process disability, encoding process disability, auditory-vocal automatic disability, and sequencing disability) are identified, along with suggested individual and group teaching techniques. Discussed are remedial and developmental activities designed to improve auditory reception, visual reception, visual sequential memory, auditory association, auditory sequential memory, visual-motor association, verbal expressions or encoding, manual expressions, motor coordination and perception, visual closure, and grammatic closure. Activities such as the following are recommended: associating directional movements with drawing of a line on chalkboard or paper (visual reception), tracing dot-to-dot pictures (visual sequential memory), asking cause and effect questions related to noise making activities (auditory association), making scrapbooks on a certain theme such as facial expressions, furniture, or toys (visual-motor association), and role playing with homemade costumes, situations or puppets (verbal expressions). Records, tapes, and books related to the above disability areas are listed in the appendixes. (GW)

**ED 073 608** **EC 051 419**

Better Ways to Help Youth: Three Youth Services Systems.

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Report No.—SRS-73-26017

Pub Date 73

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1765-00004 \$35)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adolescents, Community Cooperation, \*Community Programs, \*Delinquency Prevention, \*Delinquents, Emotionally Disturbed, \*Exceptional Child Services, Program Descriptions, \*Socially Maladjusted, Young Adults, Youth Problems

The booklet describes how three American communities (Orange County, California; San Antonio, Texas; and St. Joseph County, Indiana) are using grant assistance from the Youth

Development and Delinquency Prevention Administration to implement Youth Services Systems, which are designed to divert youth from encounters with the juvenile justice system and to provide youth with whatever help they require. The Youth Services Bureau in Texas is said to focus on the problems of Mexican-American youth and to emphasize the use of existing service agencies to assist youth with problems. The Indiana Youth Advocacy program is described in terms of its adult and youth participants, including a doctoral candidate in counseling psychology, a young lawyer, and a student at the program's Street Academy. It is explained that the Community Services Project in California involved a small town with a large Mexican-American ancestry which was catapulted from an agricultural center to a community predominantly dependent upon the aerospace industry. Efforts of the Community Services Project are said to be reflected in the SMILE Project (Something Meaningful in Local Effort) which has established a community information referral service, has fostered cooperation among existing service agencies, and has helped to establish new projects when necessary. (GW)

ED 073 609 EC 051 420

**Project LIFE—Language Improvement to Facilitate Education: A Multimedia Instructional System for the Deaf Child.**

National Education Association, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [72]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, Curriculum Design, Curriculum Development, Curriculum Evaluation, \*Exceptional Child Education, Films, Filmstrips, Instructional Materials, \*Language Handicapped, Language Instruction, Learning Disabilities, Program Design, Program Development, \*Programmed Instruction, \*Programmed Materials, Reading Readiness

Identifiers—Language Improvement to Facilitate Education, Project LIFE

Explained are the program development, evaluation, validation, and dissemination procedures of Project LIFE (Language Improvement to Facilitate Education), a series of programmed instructional materials for language handicapped children, especially hearing impaired children. Project LIFE is said to employ a series of visual perceptual filmstrips and a thinking activities series to teach the pre-skills necessary for a child to experience success in the language/reading program. The language/reading program is designed to teach vocabulary, sentence structure, and more sophisticated language structures in units focusing on general topical themes (self, animals, food, playthings, activities, clothing, shelter, history, travel, and pollution control). All instructional areas of the LIFE system are said to be accompanied by stated purposes and behavioral objectives, and to provide the conceptual base and framework on which the major pedagogic concepts for subsequent lessons are based. Programmed filmstrips in visual perception, thinking activities, and language/reading are identified as the core program components, while supplemental components are said to include software such as story booklets, single concept flash cards, picture dictionaries, transparencies, and teacher guides. It is explained that evaluation and validation data are drawn from 52 field test centers each academic year, and that the program is disseminated by a commercial distributor. (GW)

ED 073 610 EC 051 421

Garner, Waunila L.

**The Life Programming Process.**

National Education Association, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date May 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, Behavioral Objectives, \*Exceptional Child Education, Films, Filmstrips, Individualized Instruction, Instructional Materials, \*Language Handicapped, Language Instruction, Learning Disabilities, Program Design, Program Development, \*Pro-

grammed Instruction, \*Programmed Materials, Teaching Machines

Identifiers—Language Improvement to Facilitate Education, Project LIFE

The paper explains how Project LIFE (Language Improvement to Facilitate Education) has applied the principles of programmed instruction in developing language materials for language handicapped children, especially the hearing impaired. Early strategy decisions are said to have involved obtaining a teaching machine which would be equipped with a four button response mode for discrimination frames and which would be capable of presenting programmed language to hearing impaired children visually and auditorily. In the program's second stage, specialists in language, deaf education, and systems design are reported to have developed new strategy decisions in response to observations showing that hearing impaired children react favorably to programmed instruction and colored art; that some children could not associate experience and symbols; and that some of the initial programs had no predetermined objectives or set levels of difficulty and complexity. Present programming is said to include behavioral analysis of objectives, planning for student responses, designing frames that challenge but do not overwhelm the child, and structuring materials to students' emotional and cognitive developmental levels. It is explained that program revisions are now made on data obtained from an average of 10 students per program, that the Program Master provides immediate confirmation and reinforcement for each correct response, that the programs are geared to individual differences, and that the programs are being validated at many field test centers. (GW)

ED 073 611 EC 051 566

Riegel, R. Hunt Taylor, Arthur M.

**A Comparison of Conceptual Strategies for Grouping and Remembering Employed by Educable Mentally Retarded and Non-Retarded Children.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date Feb 73

Grant—OEG-09-332189-4533(032)

Note—28p.; Research Report Number 46

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, \*Classification, \*Educable Mentally Handicapped, \*Exceptional Child Research, Learning Processes, Memory, Mentally Handicapped, \*Testing

The Sampling Organization and Recall Through Strategies (SORTS) test was administered to 87 educable mentally retarded (EMR) children (mean chronological age, 97 months; mean IQ, 70) and 31 nonretarded (NR) second grade children to determine Ss' characteristic grouping responses, the effects of various organizational strategies on recall and mnemonic organization, and the implications of the organizational strategies approach for classroom instruction. Ss' sorting responses were coded according to the following categories: syncretic strategies (level one), perceptual strategies (level two), low associative strategies (level three), and superordinate and categorical strategies (level four). In the third sort of the SORTS test, 13% of the EMR Ss sorted the items into groupings classified as associative or better. By contrast, 55% of the nonretarded sample produced groupings at the same level. Recall scores of the two groups showed the NR sample to have remembered an average of nearly four items more than the EMR sample. EMR children who had grouped associatively showed significant correlations between recall and clustering. A similar significant correlation was not observed for the NR sample. Training activities designed to teach children to seek better relations among stimuli in learning tasks were recommended. (GW)

ED 073 612 EC 051 666

Abeson, Alan, Ed.

**Legal Change for the Handicapped through Litigation.**

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 73

Grant—OEG-0-182013-3541(032)

Note—40p.

Available from—Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Civil Rights, \*Court Cases, \*Court Litigation, \*Exceptional Child Education, Guidelines, \*Handicapped Children, Legal Problems, Legal Responsibility

The booklet prepared by the State-Federal Information Clearinghouse of the Council for Exceptional Children uses data from pending and completed court cases to explain how to employ litigation to achieve positive change for the handicapped. Situations in which litigation is thought to have been appropriate and useful are instanced. The following 16 preliminary considerations for persons wishing to instigate litigation are discussed: causes of legal action, legally protected interests or rights, legal approaches for bringing a lawsuit, authority to bring suit, participation by individuals who have not been personally injured, kinds of relief granted by court decisions, determining who to sue, private actions, class actions, completing the litigation process, and choosing a lawyer. Explained are the different court systems (federal courts, state courts, district courts, appeals courts, and supreme courts) and the abstention doctrine which enables federal court judges to refuse to hear cases which are thought to be the responsibility of state courts. Preparation for the trial is discussed in terms of complaints, pleadings, answers, defenses, replies, amendments, motions, discovery, expert witnesses, and the roles that experts may serve in the litigation process. Also explained are trial by jury, the actual steps of a trial, conditions creating the necessity for an appeal, the nature of the appeal, legal precedent, and determinants of the merit of court decisions. Litigation expenses and difficulties in implementing court decisions are noted. (GW)

## EM

ED 073 613

EM 010 715

Lasater, Mary Beth

**Design and Evaluation of a CAI Program in Chemical Equilibrium. Technical Report Number 8.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C. Pub Date Jun 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemical Equilibrium, \*Computer Assisted Instruction, Computer Programs, Educational Technology, Experimental Programs, \*Instructional Design, \*Program Design, \*Program Development, Program Effectiveness, \*Program Evaluation, Systems Approach, Undergraduate Study

Identifiers—\*Coursewriter III

The design, development, and evaluation of a computer-assisted instruction (CAI) program in first-year college chemistry is described in this report. The program was centered around the concept of chemical equilibrium and used a systems approach with explicitly stated guidelines. The purpose of this experiment was not to measure the effectiveness of the course content, but rather to investigate the usefulness and effectiveness of the particular developmental processes and design techniques that were employed. The results of the program revealed basically that students with low mathematical capabilities upon entering the course take longer to finish the prescribed sequences and that a student's criterion score is inversely related to his path length through the course. (MC)

ED 073 614

EM 010 716

Stanford, George

**The Relationships Between Expectancy and Performance in a Computer-Assisted Instructional Task.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C. Pub Date Jul 71

Note—41p.; Technical report number 9

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—\*Computer Assisted Instruction, Educational Experiments, \*Educational Psychology, Educational Research, \*Expectation, Pacing, Performance Criteria, \*Performance Factors, Programed Instruction, Task Performance, Transfer of Training  
Identifiers—\*Dissonance

The relationship between expectancy and performance in a self-paced computer-assisted instruction (CAI) program is explored in this study. The hypotheses developed were that the subjects with high expectancy would perform better and require less instruction, set higher performance criteria for themselves, and have higher expectancy on a transfer task than subjects with low expectancies. The results of the experiment rejected all three hypotheses; the author suspected that dissonance feedback was the cause. Further investigation, however, revealed that the dissonance was not related to a significant difference in performance changes in the same subject. The author concluded that the study demonstrated that dissonance is more likely to lead to changes in expectancies than to changes in performance. (MC)

**ED 073 615** **EM 010 744**  
**Introduction to Educational Technology. The Educational Technology Reviews Series. Number One.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—168p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Educational Change, \*Educational Technology, \*Instructional Technology, \*State of the Art Reviews, Teacher Education, Teacher Role, \*Technological Advancement

Containing articles published in recent issues of "Educational Technology" magazine, this volume presents an introduction to educational technology. Included are articles which center on the technology and education interface, cybernetic pedagogy, psychological issues, meanings and types of educational technology, professional roles, the economics and structure of educational technology, training of teachers for educational technology, integrating and applying educational technology, and the future of educational technology. (SH)

**ED 073 616** **EM 010 745**  
**The Process of Innovation in Education. The Educational Technology Reviews Series. Number Two.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—135p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Educational Accountability, Educational Administration, \*Educational Change, \*Educational Innovation, Educational Needs, Educational Planning, Educational Strategies, \*Educational Technology, Evaluation Criteria, Instructional Technology, \*State of the Art Reviews, Teacher Role, \*Technological Advancement

Composed of articles published in recent issues of "Educational Technology" magazine, this volume focuses on the process of innovation in education. Included are articles on needs and criteria for change, accountability, modes for adaptation, educational management, teacher roles and attitudes, educational planning, and strategies of organizational development. (SH)

**ED 073 617** **EM 010 746**  
**Introduction to the Systems Approach. The Educational Technology Reviews Series. Number Three.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—133p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Computers, Educational Accountability, Educational Objectives, \*Educational Technology, Management Systems, Models, \*State of the Art Reviews, \*Systems Analysis, \*Systems Approach, Systems Concepts, Systems Development

Containing articles published in recent issues of "Educational Technology" magazine, this volume in the review series provides an introduction to the systems approach. Included are articles which cover management demands and prerequisites, systems concepts and computers, personnel training, accountability, systems models for educational functions and planning, and the future and limitations of quantitative techniques in educational problem solving and decision making. (SH)

**ED 073 618** **EM 010 747**  
**Teacher Education and Educational Technology. The Educational Technology Reviews Series. Number Four.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—135p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Computers, Differentiated Staffs, Educational Accountability, Educational Environment, Educational Objectives, \*Educational Technology, Individualized Instruction, Instructional Technology, Models, Performance Contracts, School Environment, \*State of the Art Reviews, \*Teacher Education, Teacher Role, Teaching Methods

Composed of articles recently published in "Educational Technology" magazine, this volume in the review series focuses on teacher education and educational technology. Articles are included which cover defining the role of teacher education and of teachers, differentiated staffing, educational accountability, performance contracting, individualized instruction, instructional methods and design, environmental structure, computer technology applications, curriculum design, and open education. (SH)

**ED 073 619** **EM 010 748**  
**Individualizing Instruction. The Educational Technology Reviews Series. Number Five.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—152p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Computers, Educational Objectives, \*Educational Technology, \*Individualized Curriculum, \*Individualized Instruction, \*Individualized Programs, Models, \*State of the Art Reviews, Student Needs, Systems Approach, Teacher Role, Teaching Methods

Composed of selected articles from recent issues of "Educational Technology" magazine, this volume in the review series covers individualizing instruction. Topic areas discussed in the articles include concepts of individualized instruction, student centered programs, systems for individualizing instruction, validation techniques, individualized programs, basic premises and methods, teacher roles, models, computer applications, and educational objectives. (SH)

**ED 073 620** **EM 010 749**  
**Audio-Visual Technology and Learning. The Educational Technology Reviews Series. Number Six.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—136p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Audiovisual Communication, \*Audiovisual Instruction, Audiovisual Programs, \*Communication (Thought Transfer), Computers, Educational Change, \*Educational Technology, \*Effective Teaching, Instructional Media, Media Selection, Multimedia Instruction, Social Change, \*State of the Art Reviews, Teacher Attitudes, Teacher Role, Televised Instruction, Video Tape Recordings

Composed of articles selected from recent issues of "Educational Technology" magazine, this volume in the review series focuses on audiovisual technology and learning. Articles in this volume cover such topics as communications media, software design, teacher roles and attitudes, televised instruction, videotape recordings, instructional media, standards, multimedia instruction, remote access educational systems, media selection, cost effectiveness, films and television, and educational and social change. (SH)

**ED 073 621** **EM 010 750**  
**Performance Objectives in Education. The Educational Technology Reviews Series. Number Seven.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—135p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Educational Accountability, Educational Change, \*Educational Technology, Instructional Design, Models, \*Performance Contracts, Performance Criteria, \*Performance Specifications, \*State of the Art Reviews, Teacher Role

Containing articles recently published in issues of "Educational Technology" magazine, this volume in the review series centers on performance objectives in education. Topics covered in the articles include models for instructional objectives, behavioral objectives specification and uses, teacher roles and attitudes, educational accountability, developing effective objectives in cognitive and affective domains, testing, performance contracting in schools and job training programs, and "beyond behavioral objectives." (SH)

**ED 073 622** **EM 010 751**  
**Instructional Systems. The Educational Technology Reviews Series. Number Eight.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—138p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)  
Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Educational Objectives, \*Educational Technology, Individualized Instruction, \*Instructional Design, \*Instructional Innovation, Instructional Materials, Instructional Media, \*Instructional Systems, Instructional Technology, \*State of the Art Reviews, Systems Approach, Teacher Education, Vocational Education

Composed of articles which appeared recently in "Educational Technology" magazine, this volume in the review series considers instructional systems. Topics covered include systems models for instructional design and management, the design of simulation systems, informal and vocational education, individualized instruction, operational learning systems, methodological issues, systems approaches to early education, instructional modules, cybernetics, reinforcers and motivators, teacher education, faculty development, instructional products, training systems, costs, and communication. (SH)

**ED 073 623** **EM 010 752**  
**The Computer and Education. The Educational Technology Reviews Series. Number Nine.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date Jan 73  
Note—170p.; Articles reprinted from Educational Technology



Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Computer Programs, \*Computers, Cost Effectiveness, Educational Change, \*Educational Technology, Information Systems, Programming Languages, Relevance (Education), Simulation, \*State of the Art Reviews, Teacher Attitudes, Teacher Role

Composed of articles recently published in "Educational Technology" magazine, this issue of the review series focuses on computers and education. Areas of this interface which are covered by the articles included computer-assisted and computer-managed instructional systems, educational relevance of computers in education costs, computer activities, instructional programing languages, computer information systems, teacher behaviors and roles, simulation, selection criteria for computer system adoption, non-instructional uses of computers, effects on children's behavior, time sharing, and specific uses in programs. (SH)

ED 073 624 EM 010 753

Using Programmed Instruction. The Educational Technology Reviews Series. Number Ten.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Jan 73

Note—136p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, \*Computers, Cost Effectiveness, Educational Accountability, Educational Change, \*Educational Technology, Handicapped Children, Independent Study, Instructional Materials, Instructional Technology, \*Programmed Instruction, Programmed Materials, Reinforcement, \*State of the Art Reviews

Composed of articles selected from recent issues of "Educational Technology" magazine, this volume of the review series centers on using programmed instruction. Subjects covered in the articles include performance problem solving, the criterion problem, programed materials, contingency management, Soviet Union programs, reinforcement, specific subject area programs, materials for handicapped children, behavioral approaches, accountability, the history of programed instruction, costs, self instruction and growth, and humanizing education. (SH)

ED 073 625 EM 010 754

Evaluation of Education. The Educational Technology Reviews Series. Number Eleven.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Jan 73

Note—133p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—Decision Making Skills, Educational Change, Educational Objectives, Educational Planning, \*Educational Technology, \*Evaluation, Evaluation Criteria, \*Evaluation Methods, Evaluation Techniques, Films, Models, Program Evaluation, \*State of the Art Reviews, Teacher Evaluation

Composed of articles selected from recent issues of "Educational Technology" magazine, this volume of the review series concentrates on the evaluation of education. Among the topics covered in the articles are institutionalization of evaluation, several approaches to assessing evaluation and educational planning, context evaluation of instruction, the future of administration and educational evaluation, functions of evaluation specialists, decision levels, examinations of different evaluation models in different contexts, films in evaluation, and measuring educational priorities. (SH)

ED 073 626 EM 010 755

Training in Business, Industry and Government. The Educational Technology Reviews Series. Number Twelve.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Jan 73

Note—135p.; Articles reprinted from Educational Technology

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Computer Oriented Programs, Computers, \*Educational Technology, Independent Study, \*Industrial Training, \*Job Training, Management Education, Military Training, Multimedia Instruction, Performance Specifications, Programed Instruction, \*State of the Art Reviews, Training Objectives, \*Training Techniques

Compiled from selected articles published in recent issues of "Educational Technology" magazine, this volume of the review series deals with training in business, industry, and government. Topic areas covered in the articles include current problems in training, quality control, development of training systems, attitude change in industrial education, computer support, research in technical training, motivation, examples of specific training programs, paraprofessional training, military training, specifying objectives, self-shaping training systems, programed instruction, multimedia instruction, computers, job placement, management training, and independent study. (SH)

ED 073 627 EM 010 757

Atkinson, Richard C.

Ingredients for a Theory of Instruction. Technical Report Number 187.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 26 Jun 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, Decision Making, Early Reading, Educational Psychology, \*Educational Strategies, Individualized Reading, \*Instructional Design, Language Development, Language Instruction, \*Learning Theories, Response Mode, Second Language Learning

Identifiers—\*Optimal Control Theory

The requirements for a theory of instruction can be described in the following list of criteria: 1) a model of the learning process; 2) specification of admissible instructional actions; 3) specification of instructional objectives; 4) a measurement scale that permits costs to be assigned to each of the instructional actions and payoffs to the achievement of instructional objectives. From these four elements it is possible to derive optimal instructional strategies. A theory of instruction is, in fact, a special case of what has come to be known in mathematical and engineering literature as optimal control theory. Precisely the same problems are posed in the area of instruction except that the system to be controlled is the human learner. To the extent that the above four criteria can be formulated explicitly, methods of the control theory can be used to derive optimal instructional strategies. Two examples involving the derivation of such strategies are considered in this paper: a computer-assisted instruction program for early reading and an individualized program for learning a foreign language vocabulary. Both are analyzed on control theoretic principles. (Author/MC)

ED 073 628 EM 010 760

Prostano, Emanuel T. Prostano, Joyce S.

The School Library Media Center.

Pub Date 71

Note—256p.; Library Science Text Series Available from—Libraries Unlimited, Inc., P.O. BOX 263, Littleton, Colorado 80120 (\$8.50)

Document Not Available from EDRS.

Descriptors—Elementary School Libraries, Information Services, \*Instructional Materials Centers, Librarians, Library Automation, \*Library Education, Library Equipment, Library Facilities, Library Instruction, Library Material Selection, \*Library Planning, Library Programs, Library Research, \*Library Science, Library Services, Media Selection, \*School Libraries

With the aim of providing a realistic, professional approach to solving problems of administration, organization, and operation of the library

media center, this textbook has been written for both practicing librarians as well as for students of library science. Included in the nine chapters are: an overview of terminology and the present state of the school library media center; analyses of the media center program in the context of education, personnel, media selection, facilities, equipment, and budget; and an examination of the management and technical support elements of the media system. In addition, media guidance and consultant services are discussed. The use of professional administrative tools for planning facilities and media programs, analyzing staff requirements, and understanding programed budgeting are emphasized. (MC)

ED 073 629 EM 010 774

Kline, F. Gerald, Ed. Tichenor, Phillip J., Ed.

Current Perspectives in Mass Communication

Research. Volume One.

Pub Date 72

Note—320p.; Sage Annual Reviews of Communication Research

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 (\$15.00)

Document Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), Environmental Research, Information Dissemination, Interpersonal Relationship, Journalism, \*Mass Media, Media Research, Political Attitudes, Research Reviews (Publications), Socialization, \*State of the Art Reviews, Television Research, Violence

Since the study of human communication has emerged as a discipline more quickly than the development of its own channels of communication, this volume, first in a series, offers a status report on work currently attracting the attention of mass communication researchers. Contributors present review chapters on selected aspects of communication research: theory, gatekeeping, information diffusion, the interpersonal context, socialization and communication behavior, political effects, the environment of the urban poor, sex and violence over the mass media, and the environment and communication. (Author/SH)

ED 073 630 EM 010 777

Stukat, Karl-Gustaf

Microteaching.

National Swedish Board of Education, Stockholm.

Pub Date Nov 72

Note—8p.; School Research Newsletter 1972:16

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, Interaction

Process Analysis, \*Microteaching, Self Concept, \*Self Evaluation, Social Relations, Student Teachers, \*Teacher Behavior, \*Teacher Education, Teacher Evaluation, Teaching Experience, \*Video Tape Recordings

Identifiers—\*Flanders Interaction Analysis, Sweden

Microteaching (MT) has been used for teacher training in the United States for over ten years with varying amounts of success. This newsletter reviews two experiments in MT that were conducted in Sweden. The first experiment sought to determine whether MT was appropriate for teacher training. Using a factorial design study supplemented by videotape practice lessons, the investigators concluded that MT did not have any long term effects on the teachers. The second experiment was designed to allow student teachers to distinguish "effective" from "less effective" teacher behavior. Flanders' interaction analysis was taught to the student teachers so that they could evaluate themselves on videotape. The results showed very positive attitudes to self confrontation. (MC)

ED 073 631 EM 010 779

Næslund, Jon

Experiments With Closed Circuit Television (CCTV-LHS).

National Swedish Board of Education, Stockholm.

Pub Date Nov 72

Note—10p.; School Research Newsletter 1972:15

EDRS Price MF-\$0.63 HC-\$3.29

Descriptors—Closed Circuit Television, Effective

Teaching, Feasibility Studies, Instructional Television, Interaction Process Analysis, \*Microteaching, Self Concept, \*Self Evaluation, Social Relations, Student Teachers, \*Teacher Behavior, \*Teacher Education,

Teacher Evaluation, Teaching Experience,  
\*Video Tape Recordings  
Identifiers—Sweden

An experiment to determine the suitability of microteaching (MT) to teacher training in Sweden has been conducted since 1970. This newsletter reviews the three phases of that experiment and discusses some of the preliminary results. The experiment has only been evaluated by questionnaire. However, the results showed that: the pupils and classroom teachers enjoyed the MT very much; the methods lecturers were happy with its use though they were critical of some of the administrative problems; and the student teachers were the most positive in their appreciation of MT. The experiment is scheduled to run until 1973 when the final decisions will be made as to microteaching's applicability in Sweden. (MC)

ED 073 632 EM 010 783

Ammentorp, William And Others

**The Dynamics of Instruction Systems: Feedback Control on Individually-Paced Instruction.**  
Minnesota Univ., St. Paul. Div. of Educational Administration.

Pub Date 73

Note—25p.; Paper presented at the American Educational Research Association Annual Convention (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Curriculum Development, \*Feedback, \*Individualized Instruction, Individualized Programs, \*Management Systems, \*Pacing, Reinforcement, Simulation, \*Systems Analysis, Systems Approach  
Identifiers—DYNAMO II

Feedback management in an individually-paced instruction system can be mathematically analyzed by the use of computer simulation models. Because of the student "down time" or waiting time associated with individualized instruction situations, reinforcement activities have been reduced to less than ideal levels. By proper time management the student is insured of making at least average continuous progress through the curriculum while receiving an acceptable level of reinforcement through the successful completion of tasks. This theoretical study used DYNAMO II programming on an IBM 360 computer to run several simulation models. In each case the pacing variable was found to be of primary importance to the success of the overall instructional system. (MC)

ED 073 633 EM 010 787

**Concept Area One Objectives (Rev), Test Items (Rev), and Instructional Elements. Economic Analysis Course. Segments 1 - 16.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-19

Bureau No.—BR-8-0447

Pub Date 11 Sep 68

Contract—N00600-68-C-0750

Note—450p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, \*Economic Education, Economic Research, Economics, \*Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was prepared and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and the development model.) This report presents the first concept area—basic principles—in 24 segments, of which eight are "enrichment segments." The segments present information and cover such areas as course orientation; pretests; counseling, prescriptions, and individual interviews; methodology of economics; theories, fallacies, and other conceptual problems; scarcity and production possibilities; production possibilities and applications; specialization; specialization and trade; market demand; market supply; market equilibria; posttests; a spectrum of economic

systems; decision makers and linkages; the circular flow; linkages as an economic system; and economic flow as a regional problem. Included for each segment are behavioral objectives, hierarchy charts, at least three test items per objective, assembled segment tests, pretests, posttests, and unit tests, and all instructional events. (EM 010 787 through EM 010 823 are related documents.) (SH)

ED 073 634 EM 010 788

**Concept Area Two Objectives and Test Items (Rev.) Part One, Part Two. Economic Analysis Course. Segments 17-49.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-20

Bureau No.—BR-8-0447

Pub Date 19 Sep 68

Contract—N00600-68-C-0750

Note—467p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—Accounting, \*Behavioral Objectives, \*Economic Education, \*Economics, Financial Policy, \*Individualized Instruction, Models, Money Systems, \*Multimedia Instruction, Productivity

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This report deals with the second concept area of the course and focuses on macroeconomics. Segments 17 through 49 are presented, covering national income measurement, income and product accounting, behavioral characteristics of consumption and investment, a national income equilibrium model, fiscal policy, the role of money, the money supply, the Federal Reserve System, and product and monetary markets. Counseling procedures, pretests, unit tests, discussion, posttests, and tests for each segment are presented. Generally, information provided for each segment includes behavioral objectives, hierarchy charts, and test items. (EM 010 787 through EM 010 823 are related documents.) (SH)

ED 073 635 EM 010 789

**Concept Area Three Objectives and Test Items (Rev.) Part One and Part Two. Economic Analysis Course. Segments 50 - 84.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-22

Bureau No.—BR-8-0447

Pub Date 4 Oct 68

Contract—N00600-68-C-0750

Note—257p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Consumer Economics, \*Economic Education, \*Economics, Financial Policy, \*Individualized Instruction, Marketing, Money Systems, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This report deals with concept area three of the course, which focuses on microeconomics. The behavioral objectives, hierarchy charts, and test items for segments 50 through 84 are presented, covering consumer behavior and demand, costs and supply, theory of the firm—competition, theory of the firm—monopoly, the product market, and the factor market. (EM 010 787 through EM 010 823 are related documents.) (SH)

ED 073 636 EM 010 790

**Concept Area Four and Five Objectives, Hierarchy Charts, and Test Items. Economic Analysis Course. Segments 85-96.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-26

Bureau No.—BR-8-0447

Pub Date 11 Oct 68

Contract—N00600-68-C-0750

Note—324p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, \*Economic Education, \*Economics, Exports, Foreign Relations, \*Individualized Instruction, Marketing, \*Multimedia Instruction, Specialization

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This report deals with concept areas four and five, which focus on international trade and enrichment areas. The behavioral objectives, hierarchy charts, and test items for segments 85 through 96 are presented, covering the theory and benefits of trade, the balance of payments, international adjustment process, correcting payments disequilibrium, flexible exchange rates, welfare implications of selected policy variables, and policy applications and problems. Additional segments include pretest, posttest, and counseling and prescription information. (EM 010 787 through EM 010 823 are related documents.) (SH)

ED 073 637 EM 010 791

**Behavioral Hierarchy Charts. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-29

Bureau No.—BR-8-0447

Pub Date 12 Dec 68

Contract—N00600-68-C-0750

Note—166p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, \*Economic Education, \*Economics, \*Individualized Instruction, \*Multimedia Instruction, Textbooks

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was prepared and used in conjunction with the United States Naval Academy. (ED 043 790 and ED 043 791 are the final reports of the project evaluation and development model.) This report provides a list, by course segment, of summarized behavioral objectives for the course with their associated learning hierarchy charts. (EM 010 787 through EM 010 823 are related documents.) (SH)

ED 073 638 EM 010 792

**Economic Analysis. Volume I. Course Segments 4-15.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No.—BR-8-0447

Pub Date 70

Contract—N00600-68-C-0750

Note—287p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Ave., N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Economic Education, Economic Research, Economics, Individualized Curriculum



lum, \*Individualized Instruction, \*Multimedia Instruction, Productivity, \*Textbooks  
 Identifiers—\*USNA Economic Analysis Course

The first volume of the United States Naval Academy's individualized instruction course in economic analysis covers segments 4-15 of the course. Topics in this introduction include the nature and methods of economics, production possibilities, demand, supply and equilibrium, and the concept of the circular flow. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790 and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 639** EM 010 793  
**Economic Analysis. Volume II. Course Segments 19-34.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

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Contract—N00600-68-C-0750

Note—311p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Economic Education, Economic Research, Economics, Financial Policy, Income, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction, \*Textbooks

Identifiers—\*USNA Economic Analysis Course

The second volume of the United States Naval Academy's individualized instruction course in economic analysis covers segments 19-34 of the course. Topics in this volume include the national income accounts, the theory of income determination, and the role of fiscal policy in income determination. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790 and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 640** EM 010 794  
**Economic Analysis. Volume III. Course Segments 35-46.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

Pub Date 70

Contract—N00600-68-C-0750

Note—243p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Banking, \*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, Money Systems, \*Multimedia Instruction, \*Textbooks

Identifiers—\*USNA Economic Analysis Course

The third volume of the multimedia, individualized course in economic analysis produced for the United States Naval Academy covers segments 35-46 of the course. This volume is concerned with the role of money and banking in the economy. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790 and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 641** EM 010 795  
**Economic Analysis. Volume IV. Segments 51-64.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

Pub Date 70

Contract—N00600-68-C-0750

Note—270p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction, Productivity, \*Textbooks

Identifiers—\*USNA Economic Analysis Course

The fourth volume of the multimedia, individualized course in economic analysis produced for the United States Naval Academy covers segments 51-64 of the course. Included in this volume are discussions of the theory of demand, costs of production in both the short and the long run, and industry equilibrium in a perfectly competitive market. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790 and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 642** EM 010 796  
**Economic Analysis. Volume V. Course Segments 65-79.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

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Contract—N00600-68-C-0750

Note—289p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction, \*Textbooks

Identifiers—\*USNA Economic Analysis Course

The fifth volume of the multimedia, individualized course in economic analysis produced for the United States Naval Academy covers segments 65-79 of the course. Included in the volume are discussions of monopoly markets, monopolistic competition, oligopoly markets, and the theory of factor demand and supply. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790, and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 643** EM 010 797  
**Economic Analysis. Volume VI. Segments 84-94.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

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Contract—N00600-68-C-0750

Note—258p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Economic Education, Economic Research, Economics, Exports, Foreign Relations, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction, Specialization, \*Textbooks

Identifiers—\*USNA Economic Analysis Course

The sixth volume of the multimedia, individualized course in Economic Analysis produced for

the United States Naval Academy covers segments 84-94 of the course. Included in the volume are discussions of specialization and international trade. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790, and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 644** EM 010 798  
**Economic Analysis Audio-Workbook A, B, and C.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

Pub Date 70

Contract—N00600-68-C-0750

Note—150p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, \*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, Multimedia Instruction, Phonotape Recordings, \*Workshops

Identifiers—\*USNA Economic Analysis Course

The audio workbooks for the multimedia, individualized course in economic analysis produced for the United States Naval Academy contain the graphs, charts, review questions, and textual highlights to accompany the individualized instruction audio tapes. Other segments of the course, the behavioral objectives involved, and the various working papers from the production of the course may be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790, and the model developed for designing a system of individualized instruction is reported under ED 043 791. (RH)

**ED 073 645** EM 010 799  
**Economic Analysis. Enrichment.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

Pub Date 70

Contract—N00600-68-C-0750

Note—201p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Economic Education, Economic Research, \*Economics, Economic Status, Foreign Relations, Government Role, Individualized Curriculum, \*Individualized Instruction, Marketing, \*Money Systems, Textbooks

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was prepared for the United States Naval Academy. (ED 043 790 and ED 043 791 are the final reports of the project evaluation and development model.) This report presents enrichment segments for selected core segments in concept areas one and two, covering a spectrum of economic systems, the influence of government and foreign trade on national income, and the product and monetary markets. EM 010 787 and EM 010 823 are related documents. (SH)

**ED 073 646** EM 010 800  
**Economic Analysis. Computer Simulation Models.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

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Contract—N00600-68-C-0750

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Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Ave., N.W., Washington, D.C. 20037 (no price quoted)

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Descriptors—\*Computers, \*Economic Education, Economics, Financial Policy, Foreign Relations, Government Role, Individualized Curriculum, \*Individualized Instruction, Marketing, \*Models, Money Systems, \*Simulation, Textbooks

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This volume of the text discusses the simulation of behavioral relationships among variable elements in an economy and presents computer simulation models for selected segments of the course. Included are the investment multiplier, a model with induced investment, fiscal and monetary policy, government tax and expenditure policies, the demand model with a money market, the demand model with a foreign sector, the complete demand model, full employment output, capacity output and the production function, effective demand and potential supply, and aggregate demand and potential money supply. EM 010 787 through EM 010 823 are related documents. (SH)

**ED 073 647** EM 010 801  
**Internal Working Documents. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No—TR-5-30

Bureau No—BR-8-0447 TR5.30

Pub Date 10 Jan 69

Contract—N00600-68-C-0750

Note—196p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—Communication (Thought Transfer), \*Curriculum Development, \*Economic Education, \*Economic Research, \*Economics, \*Individualized Instruction, Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This document consists of internal working papers bearing on the communication which transpired between materials specifiers and economics instructors who prepared the self-instructional packages. Papers included are the outline of the course given to materials developers, numbers of segments for which packages were prepared, a final check list of course materials, guidelines for economist-writers, comments on types of learning, instructional exercise answer patterns, a biographical information form, notes to economists, summarized behavioral objectives and behavioral hierarchy charts, an example of detailed behavioral objectives with their test items and hierarchy charts in the form given to materials developers, and two sample segments. EM 010 787 through EM 010 823 are related documents. (SH)

**ED 073 648** EM 010 802  
**Course Description. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

Pub Date 29 Mar 68

Contract—N00600-68-C-0750

Note—34p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Course Content, \*Course Descriptions, \*Economic Education, \*Economics, Individualized Instruction, Military Schools, Multimedia Instruction

Identifiers—United States Naval Academy, \*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This document provides a short description of the Naval Academy's academic program and setting and then briefly describes the economic analysis course. EM 010 787 through EM 010 823 are related documents. (SH)

**ED 073 649** EM 010 803  
**Macro Content and Operational Systems Flow Chart.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No—TR-5-4

Bureau No—BR-8-0447

Pub Date 6 May 68

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Note—43p.

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**Document Not Available from EDRS.**

Descriptors—\*Curriculum Development, \*Economic Education, \*Economics, \*Flow Charts, Individualized Instruction, \*Models, Multimedia Instruction, Operations Research

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This report documents the first iteration of the macrolevel sequencing of the course elements, a process designed to depict the relationships of parts of the evolving course to the overall course as the final course structure evolves. EM 010 787 through EM 010 823 are related documents. (Author/SH)

**ED 073 650** EM 010 804  
**Instructional Strategy and Media Selection Rationale. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No—TR-5-5

Bureau No—BR-8-0447

Pub Date 68

Contract—N00600-68-C-0750

Note—64p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Course Content, Curriculum Development, \*Economic Education, Economics, Educational Strategies, Individualized Instruction, \*Instructional Design, \*Instructional Media, Media Selection, Multimedia Instruction, Teaching Methods

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for final reports of the project evaluation and development model.) This report documents the guidelines and procedures used in the determination of instructional strategy and selection of media for the course. EM 010 787 through EM 010 823 are related documents. (SH)

**ED 073 651** EM 010 805  
**Micro Chart For Concept Area One. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D.

C. Div. of Comprehensive and Vocational Research.

Report No—TR-5-6

Bureau No—BR-8-0447

Pub Date 20 May 68

Contract—N00600-68-C-0750

Note—68p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Course Content, Course Descriptions, \*Economic Education, Economics, \*Flow Charts, Individualized Instruction, \*Instructional Design, Multimedia Instruction, Operations Research, Sequential Approach

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development model.) This report covers the microsequencing developed for concept area one. It represents the initial segmentation of the macro content and operational systems flow (see EM 010 803). Included in the report are a brief description of the segment content; an identification of the content; a listing of the objectives in each segment; a sequencing diagram for each segment with core, remedial, and enrichment objectives labeled and test items identified; and a rationale for the sequencing. EM 010 787 through EM 010 823 are related documents. (Author/SH)

**ED 073 652** EM 010 806  
**Preliminary Outline of Evaluation Plan. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-8-0447

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Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Course Evaluation, \*Economic Education, Economics, Individualized Instruction, Instructional Design, Military Schools, Multimedia Instruction, \*Program Evaluation

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development model.) This document provides a detailed outline of the contents of the final evaluation program plan and brief notes about the contents of some data files. EM 010 787 through EM 010 823 are related documents. (SH)

**ED 073 653** EM 010 807  
**Preliminary Evaluation Plan. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

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Pub Date 6 Aug 68

Contract—N00600-68-C-0750

Note—20p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Course Evaluation, \*Economic Education, Economics, Evaluation Methods, Evaluation Techniques, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

The preliminary (August, 1968) plan for evaluation of the multimedia, individualized course in economics analysis produced for the United States Naval Academy is presented for discussion in this document. Course segments, the behavioral objectives involved, and other working papers from the production of the course can be found under EM 010 787 through EM 010 823. The final evaluation is ED 043 790, and the model developed for designing a system of individualized instruction is reported in ED 043 791. (RH)

**ED 073 654** EM 010 808  
Course Segment A.4 Documentation. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-18  
Bureau No.—BR-8-0447  
Pub Date 21 Aug 68  
Contract—N00600-68-C-0750

Note—82p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Curriculum Design, \*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

The development of the first segment of instruction of the multimedia, individualized course in economics analysis prepared for the United States Naval Academy is described in detail in this document. The development moves from behavioral objectives through criterion test items, instructional events, and media selection, to a continuity format and specification of instructional materials. The segments of the course itself, the behavioral objectives involved, and the working papers from the course development are under EM 010 787 through EM 010 823. The final evaluation can be found under ED 043 790, and the model developed for designing a system of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 655** EM 010 809  
Course Segment IV; Instructors Guide and Materials. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-23  
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Pub Date 4 Oct 68  
Contract—N00600-68-C-0750

Note—35p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, \*Curriculum Design, \*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, Multimedia Instruction, Teaching Guides

Identifiers—\*USNA Economic Analysis Course

The tryout versions of some materials for the first instructional segment of the multimedia, individualized course in economic analysis produced for the United States Naval Academy are presented in this paper. Included are the instructor's guide, the visual materials, and the testing materials. Other course segments in final form, the behavioral objectives involved, and various working papers from the development of the course can be found under EM 010 787 through EM 010 823. The final evaluation report is ED 043 790, and the model developed for designing a system of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 656** EM 010 810  
Media Selections, Macro-Sequence Chart, and Course Schedule. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-25  
Bureau No.—BR-8-0447  
Pub Date 11 Oct 68  
Contract—N00600-68-C-0750

Note—34p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, \*Curriculum Design, \*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, Media Selection, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

The tentative media selections, the macro-sequence chart, and a preliminary version of the Spring, 1969 schedule of the multimedia, individualized course on economic analysis produced for the United States Naval Academy are presented in this paper. The segments of the course itself, the behavioral objectives involved, and the various working papers involved in the development of the course can be found under EM 010 787 through EM 010 823. The final evaluation report is under ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 657** EM 010 811

Phase I Report. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-27  
Bureau No.—BR-8-0447  
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Contract—N00600-68-C-0750

Note—16p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Curriculum Design, \*Economic Education, Economic Research, Economics, \*Formative Evaluation, Individualized Curriculum, \*Individualized Instruction, Media Selection, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

The key findings of phase I relative to the Sterling Institute curriculum development model being used in the preparation of a multimedia, individualized course in economic analysis for the United States Naval Academy are presented in this paper. The current status (October, 1968) and planned activities of the project are also outlined. The segments of the actual course, the behavioral objectives involved, and various working papers are available as EM 010 787 through EM 010 823. The final evaluation report can be found under ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 658** EM 010 812  
Additional Test Items for Concept Areas II and III. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No.—BR-8-0447  
Pub Date Oct 68  
Contract—N00600-68-C-0750

Note—402p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Curriculum Design, \*Economic Education, Economic Research, Economics, In-

dividualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction, \*Tests

Identifiers—\*USNA Economic Analysis Course

Additional test items are presented to supplement those already presented for the first two concept areas of the multimedia, individualized course in economic analysis prepared for the United States Naval Academy. Related documents can be found under EM 010 787 through EM 010 823. The final evaluation report is ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 659** EM 010 813

Preliminary Tryouts. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-31  
Bureau No.—BR-8-0447

Pub Date 26 Feb 69  
Contract—N00600-68-C-0750

Note—28p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Curriculum Design, \*Economic Education, Economic Research, Economics, \*Formative Evaluation, \*Individualized Curriculum, Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

Preliminary tryouts of the multimedia, individualized course in economic analysis prepared for the United States Naval Academy were conducted. An illustration of how the data collected was used for making decisions on materials revisions is also included. Related documents appear as EM 010 787 through EM 010 823. The final evaluation report can be found under ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 660** EM 010 814

Multi-Media Curriculum Development: The Economics Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-32  
Bureau No.—BR-8-0447  
Pub Date 10 Mar 69  
Contract—N00600-68-C-0750

Note—34p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Course Content, Course Descriptions, Course Evaluation, \*Curriculum Development, \*Economic Education, \*Economics, \*Individualized Instruction, Instructional Materials, Models, Multimedia Instruction, Research Projects

Identifiers—\*USNA Economic Analysis Course

A multimedia course on economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development model.) This document describes how various project activities were performed in designing the course and gives a rationale for the way in which things were done. The document is divided into six sections: introduction, approach and course descriptions, the course model, materials development and validation, course evaluation, and some early results. EM 010 787 and EM 010 283 are related documents. (Author/SH)

**ED 073 661** EM 010 815

Operational Requirements for Multi-Media

Economics Course. Economic Analysis Course.

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-33  
Bureau No.—BR-8-0447  
Pub Date 1 May 69  
Contract—N00600-68-C-0750  
Note—6p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Economic Education, \*Individualized Instruction, \*Instructional Materials Centers, \*Multimedia Instruction, \*Staff Role

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development model.) This document briefly reports on the need for a course administrator to perform non-instructional functions which have been performed by the course developer, site representative, and two Naval Academy instructors. It also indicates the need for a materials resource center to provide services necessary for conducting a multimedia course. EM 010 787 through EM 010 823 are related documents. (Author/SH)

**ED 073 662** EM 010 816

**Validation Report. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-34  
Bureau No.—BR-8-0447  
Pub Date 6 May 69  
Contract—N00600-68-C-0750  
Note—47p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Course Evaluation, \*Economic Education, \*Economics, \*Formative Evaluation, \*Individualized Instruction, \*Instructional Materials, \*Instructional Systems, \*Military Schools, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development project.) This report describes the prevalidation trials, the materials validation, and the validation of the operational instructional system. EM 010 787 through EM 010 823 are related documents. (Author/SH)

**ED 073 663** EM 010 817

**Preliminary Validation Report for Multi-Media Economics Course. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-35  
Bureau No.—BR-8-0447  
Pub Date 12 Jun 69  
Contract—N00600-68-C-0750  
Note—9p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Course Evaluation, \*Economic Education, \*Economics, \*Formative Evaluation, \*Individualized Instruction, \*Multimedia Instruction, \*Time Factors (Learning)

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy (See ED 043 790 and ED 043 791 for the final reports of the pro-

ject evaluation and development model.) This report describes the preliminary findings from the analysis of data produced by the validation tryouts. Student achievement and study-time taken are among the areas discussed. EM 010 787 through EM 010 823 are related documents. (Author/SH)

**ED 073 664** EM 010 818

**Economics Course Evaluation.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-37  
Bureau No.—BR-8-0447  
Pub Date 16 Jul 69  
Contract—N00600-68-C-0750  
Note—68p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Course Content, \*Course Evaluation, \*Economic Education, \*Economics, \*Formative Evaluation, \*Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy. (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development model.) This document describes the approach to course evaluation taken during the third phase of the development project. A distinction is made between evaluation and validation in describing previous and planned activities. For related documents see EM 010 787 through EM 010 823. (Author/SH)

**ED 073 665** EM 010 819

**Computer Managed Instructional System.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-38  
Bureau No.—BR-8-0447  
Pub Date 28 Jul 69  
Contract—N00600-68-C-0750  
Note—36p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, \*Curriculum Design, \*Economic Education, \*Economic Research, \*Economics, \*Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

A computer managed instructional system is described which could be used to support the multimedia, individualized course in economic analysis developed for the United States Naval Academy. Related documents are EM 010 787 through EM 010 823. The final report is ED 043 790 and the model developed for designing systems of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 666** EM 010 820

**Final Validation Report. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-39  
Bureau No.—BR-8-0447  
Pub Date 16 Jan 70  
Contract—N00600-68-C-0750  
Note—76p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Design, \*Economic Education, \*Economic Research, \*Economics, \*Formative Evaluation, \*Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

The results of the tryouts of the multimedia, individualized course in economic analysis are reported. Findings discussed include number of subjects learned, mean time required, and the percentage of students attaining various goals. Related documents are EM 010 787 through EM 010 823. The final evaluation report can be found under ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (Author/RH)

**ED 073 667** EM 010 821

**Course Development Model; Manpower Report.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Report No.—TR-5-41  
Bureau No.—BR-8-0447  
Pub Date 18 Oct 68  
Contract—N00600-68-C-0750  
Note—7p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Design, \*Economic Education, \*Economic Research, \*Economics, \*Individualized Curriculum, \*Individualized Instruction, \*Instructional Staff, \*Manpower Utilization, \*Multimedia Instruction

Identifiers—\*USNA Economic Analysis Course

Man-hours by task and by manpower function are presented for phase I of the development of the multimedia, individualized course in economic analysis prepared for the United States Naval Academy. Related Documents are EM 010 787 through EM 010 823. The final evaluation report is ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (RH)

**ED 073 668** EM 010 822

**Course Administrator's Manual. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No.—BR-8-0447  
Pub Date 70  
Contract—N00600-68-C-0750  
Note—50p.

Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Administrator Responsibility, \*Administrator Role, \*Course Content, \*Economic Education, \*Economics, \*Individualized Instruction, \*Manuals, \*Multimedia Instruction, \*Program Administration

Identifiers—\*USNA Economic Analysis Course

A multimedia course in economic analysis was developed and used in conjunction with the United States Naval Academy (See ED 043 790 and ED 043 791 for the final reports of the project evaluation and development model.) This document is the course administrator's manual. It provides detailed instructions on the administrator's functions and serves as a reference book. EM 010 787 through EM 010 823 are related documents. (SH)

**ED 073 669** EM 010 823

**Tests. Economic Analysis Course.**

Sterling Inst., Washington, D. C. Educational Technology Center.

Spons Agency—Naval Academy, Annapolis, Md.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No.—BR-8-0447  
Pub Date 70  
Contract—N00600-68-C-0750



## 52 Document Resumes

Note—102p.  
Available from—Educational Technology Center/Sterling Institute, The Watergate, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 (no price quoted)

### Document Not Available from EDRS.

Descriptors—\*Curriculum Design, \*Economic Education, Economic Research, Economics, Individualized Curriculum, \*Individualized Instruction, \*Multimedia Instruction, \*Tests

Identifiers—\*USNA Economic Analysis Course  
This document is composed of the pretests, posttests, and unit tests of the multimedia, individualized course on economic analysis prepared for the United States Naval Academy. Related documents can be found under EM 010 787 through EM 010 822. The final evaluation report is ED 043 790, and the model developed for designing systems of individualized instruction is reported in ED 043 791. (RH)

ED 073 670 EM 010 825

Morreau, Lanny E.

### Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children. Final Report.

Central Midwestern Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0546

Pub Date Dec 72

Grant—OEG-0-71-3624

Note—79p.; See Also EM 010 826, EM 010 827, EM 010 828, EM 010 859

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Behavior Change, \*Disadvantaged Youth, Early Experience, Formative Evaluation, Instructional Television, Lower Class Parents, Mothers, Parent Child Relationship, \*Parent Education, \*Positive Reinforcement, Preschool Children, \*Programed Instruction, Program Evaluation, Social Environment, Summative Evaluation, \*Televised Instruction, Training Techniques, Video Tape Recordings

Identifiers—Teaching Your Child

A program to train lower socio-economic parents in more effective management of their preschool children was developed and evaluated. In the planning stage objectives were formulated and strategy designs set. The methodology consisted principally of programed text and videotape. Formative development and two evaluations produced and modified the prototype materials. In the final phase, the summative development and evaluation, the production and limited "field test" of the completed materials was carried out with twenty-one subjects. The results were that the programing models for the text and video-taped simulations were effective as demonstrated by the parents' successful completion of the materials, a significant increase in the parents' ability to select correct procedural statements related to behavioral management after exposure to the program, the parents' successfully written applications of the principles of behavioral management to the behaviors of their children, and the parents' receptivity to both the programed materials and their contents. (WH)

ED 073 671 EM 010 826

### Teaching Your Child. Televised Parent Training Program.

Central Midwestern Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-1-21

Pub Date 72

Note—98p.; See also EM 010 825, EM 010 827, EM 010 828, EM 010 859

Available from—CEMREL, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Child Psychology, \*Disadvantaged Groups, Early Experience, Family Influence, Family Life, Individual Development, \*Instructional Television, Lower Class Parents, \*Low Income Groups, Parent Child Relationship, Parent Counseling, \*Parent Education, Parent Responsibility, Parent Role, Parents, Televised Instruction, Workbooks

Identifiers—Teaching Your Child

"Teaching Your Child" was a televised parent training program conducted in Minneapolis, Min-

nesota. The program was designed to reach parents in low income areas and was intended to assist families with young children by presenting practical applications of basic psychological theory. This booklet was the main workbook for the entire program. It presented the concepts of positive reinforcement, aversive control, the use of punishment, and task behavior in everyday language. The workbook was programed and had cartoon characters supporting the textual examples. Two other booklets, EM 010 828 and EM 010 827, are an integral part of the program. (MC)

ED 073 672 EM 010 827

### Televised Segment; Teaching Your Child. Televised Parent Training Program.

Central Midwestern Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-1-19

Pub Date 72

Note—135p.; See also EM 010 825, EM 010 826, EM 010 828, EM 010 859

Available from—CEMREL, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Child Psychology, \*Disadvantaged Groups, Early Experience, Family Influence, Family Life, Individual Development, \*Instructional Television, Lower Class Parents, \*Low Income Groups, Parent Child Relationship, Parent Counseling, \*Parent Education, Parent Responsibility, Parent Role, Parents, Scripts

Identifiers—Teaching Your Child

"Teaching Your Child" was a televised parent training program designed to reach families in low income areas around Minneapolis, Minnesota. This booklet presents the television script that was used in the program. The script was designed to coordinate with two other booklets, EM 010 828 and EM 010 826. (MC)

ED 073 673 EM 010 828

### Dos and Don'ts. Teaching Your Child. Televised Parent Training Program.

Central Midwestern Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-1-20

Pub Date 72

Note—97p.; See Also EM 010 825, EM 010 826, EM 010 827, EM 010 859

Available from—CEMREL, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Child Psychology, Children, \*Early Experience, Educational Television, Family Influence, Family Life, Individual Development, Instructional Materials, \*Instructional Television, Lower Class Parents, \*Low Income Groups, \*Parent Child Relationship, Parent Counseling, \*Parent Education, Parent Responsibility, Parent Role, Parents, Televised Instruction, Television Curriculum, Workbooks

Identifiers—Teaching Your Child

"Dos and Don'ts" is a supplementary booklet to the televised parent training program, "Teaching Your Child." The program was designed to reach parents in low income areas around Minneapolis, Minnesota. This particular booklet was intended to provide guidance on child rearing by presenting specific concepts in an easy to read format. Some of the concepts presented were exemplified by these guiding comments: "Tell your child what you like;" "Let your child do it." Two other booklets, EM 010 827 and EM 010 826, are an integral part of the program. (MC)

ED 073 674 EM 010 834

Inbar, Michael Stoll, Clarice S.

### Simulation and Gaming in Social Science.

Pub Date 72

Note—313p.

Available from—The Free Press, Department FNY, Riverside, New Jersey 08075 (\$10.95)

Document Not Available from EDRS.

Descriptors—Case Studies, Computers, \*Games, \*Guides, Instructional Design, Models, \*Simulation, \*Social Sciences, Teaching Techniques

Simulation and gaming can be useful tools for research, theory building, and teaching. This book first discusses basic aspects that most simulations have in common and then presents 14 case studies of actual simulations that use a wide variety of techniques, purposes and subjects. Final chapters discuss whether and how to design a simulation or game to fit one's aims and means. (Author/RH)

ED 073 675 EM 010 840

Herling, Michele, Ed.

### The American Film Institute Guide to College Courses in Film and Television.

American Film Inst., Washington, D.C.

Pub Date 73

Note—309p.

Available from—Acropolis Books Ltd., Colortone Building, 2400 17th Street, N.W., Washington, D.C. 20009 (\$5.95)

### Document Not Available from EDRS.

Descriptors—\*Catalogs, \*College Programs, Educational Programs, \*Film Production, Film Study, Guides, \*Mass Media, \*Television

This canvas of the field contains information compiled on 613 universities, colleges, and two-year colleges in the United States—186 more schools than were listed in the 1971 survey. Of these 613 schools, 194 offer degrees in film and/or television, majors with degrees in a related field, and/or a strong emphasis on film and television with a degree and major in a related field. A total of 22,466 students are presently pursuing degrees in film, television, or related areas. Film and television production courses are taught more than courses in history and criticism of those media. Media training for teachers is offered at 167 colleges. The listing for each school contains: name of department offering courses, address, name of person to contact, degree offered, number of major students, number of available scholarships, a statement of any distinctive programs, names of faculty, summary of the program, titles of courses offered, and available equipment. For schools which offer only a few courses, only parts of this information (usually including names of courses) are listed. (JK)

ED 073 676 EM 010 842

Rudner, Lawrence Michael

### The Effect of Student-Produced Filmstrips on Mathematics Achievement in Grade Eight.

Pub Date 5 Feb 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement, Co-curricular Activities, Educational Research, \*Filmstrips, \*Grade 8, Interest Research, \*Mathematics Instruction, \*Motivation Techniques, \*Student Developed Materials, Student Projects, Teaching Methods

In this study the achievement of eighth grade mathematics students who produced their own visual learning materials on topics in the curriculum was compared with eighth graders who did not have this opportunity. Two groups of eighth grade mathematics students were assumed to be equivalent due to their random selection and their comparable I.Q. and pre-test scores. The students in the experimental group were allowed to produce their own filmstrips on various topics in the mathematics curriculum. A post-test showed that students in the experimental group did not learn more than those in the control group. However, observation showed that the filmstrip project did have a strong interest and motivational value. The poorer and the brighter students both became more involved with their projects than did the middle third of the group. (JK)

ED 073 677 EM 010 845

### Co-Operative Development Programme on Computer-Based Learning Systems for Universities.

Unité de Coordination de la Documentation et d'Initiation à la Recherche, Louvain (Belgium).

Pub Date Nov 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, Conference Reports, Documentation, \*International Organizations, \*International Programs, Research Libraries

Identifiers—Documentation Coordination and Research Incentive, UCODI

The Documentation Coordination and Research Incentive Unit (UCODI) is part of an

international effort to increase cooperation and coordination in investigations of the possibilities of computer-assisted instruction by providing documentation, information, coordination of research incentives, advice, and assistance to researchers, teachers, and manufacturers. This document (in French with an English translation) outlines the purposes, methods, and structure of UCODI and provides a report of a colloquium held in Brussels in September, 1972. (RH)

**ED 073 678** EM 010 848

*Fisher, Maurice D.*

**Strategies for Developing Reciprocity Between Educational Researchers and School Personnel: Providing Teachers with Feedback on Students' Computer Assisted Instruction Performance.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Pub Date Feb 73

Contract—OEC-6-10-078

Note—34p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Assisted Instruction, Decision Making, Educational Research, Educational Researchers, Elementary Education, Elementary School Mathematics, Elementary School Teachers, \*Evaluation Methods, \*Feedback, Learning Experience, Low Income Groups, \*Research Methodology, Research Problems, Social Factors, Teachers

Identifiers—Engagement

Teacher and administrator feedback about a study on computer-assisted instruction (CAI) is described in this report. The hypotheses, methodology, and conclusions of the overall program are briefly discussed as they pertain to the feedback aspect. (The CAI program dealt with the effects of choice situations upon the students' engagement in learning. Subjects were chosen from Grade 4 and 5 classes in a low income area elementary school.) Since the experiment depended on evaluation by observation, the researchers felt it necessary to have a good operational rapport with the school personnel. The teachers provided information that verified some of the researchers' expectations concerning the effect of social determinants on choice behavior. This report was compiled from information collected by questionnaire and discussion. (MC)

**ED 073 679** EM 010 849

*Smith, Robin C.*

**The AEDS Large School System Survey. Report of Findings.**

Association for Educational Data Systems, Washington, D.C.

Pub Date Nov 72

Note—57p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Policy, Automation, Computer Assisted Instruction, Computer Oriented Programs, \*Computers, Computer Science Education, \*Data Processing, \*Educational Administration, Educational Technology, Electronic Data Processing, Elementary Education, Information Processing, Programming Languages, \*Public School Systems, School District Spending, School Planning, Secondary Education, \*Surveys

The findings of a survey of selected administrative computer applications in large public school districts are presented in this report. Using a three part written questionnaire, the investigators polled 99 school districts throughout the United States and examined the responses of 55. Two major hypotheses were tested: 1) the difference in the frequency with which the benefits resulted from various applications; and 2) the various benefits which resulted from different means of development. The study reported several conclusions: 1) the most frequent computer uses were for financial accounting applications with personnel applications second; 2) contractor staffs are used less often than inhouse personnel; 3) most of the applications in use were designed for first or second generation computers; and 4) the financial applications were the most operable and successful of all the applications. The report noted that it is quite apparent that school districts

are not reaping the rewards of third generation computers. (MC)

**ED 073 680** EM 010 850

*Farley, Frank H. Grant, Alfred D.*

**Arousal and Reminiscence in Learning From Color and Black/White Audio-Visual Presentations.**

Pub Date 1 Mar 73

Note—10p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Arousal Patterns, \*Audiovisual Aids, \*Color Presentation, Cues, Educational Psychology, Filmstrips, Memory, Psychological Studies, \*Recall (Psychological), \*Retention, Slides, Visual Perception

Identifiers—Arousal, \*Reminiscence

Reminiscence, or an increase in retention scores from a short-to-long-term retention test, has been shown in some previous work to be a significant function of arousal. Previous studies of the effects of color versus black-and-white audiovisual presentations have generally used film or television and have found no facilitating effect of color on learning or achievement. No such studies, however, have specifically studied reminiscence, although there is reason to believe that color would be more arousing than black-and-white and thus should facilitate reminiscence. The present experiment examined reminiscence over one week as a function of color versus black-and-white slide-tape presentations. It was found that the proportion of subjects reminiscing in the color condition was significantly greater (p.05, one-tailed test) than the proportion reminiscing in the black-and-white condition. No contribution of a measure of individual differences in arousal or stimulation seeking was obtained. The relative lack of strength of the color effect was noted, and some design considerations for further research on learning and memory effects of color were outlined. (Author/MC)

**ED 073 681** EM 010 852

*Stryer, Andrea*

**Media Centers and Individualized Instruction Programs in Selected Elementary Schools in Connecticut.**

Pub Date Nov 72

Note—115p.; M.S. Thesis, Division of Library Science, Southern Connecticut State College

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Audiovisual Aids, Elementary Education, Evaluation Criteria, \*Individualized Instruction, Individualized Programs, \*Instructional Materials Centers, Instructional Media, Library Standards, \*Media Specialists, Questionnaires, School Personnel, Standards

Identifiers—\*Connecticut

A study was devised to investigate how media centers function within individualized instructional programs at selected elementary schools in Connecticut and to evaluate those media centers in relation to their school programs according to criteria developed by leaders in the field. Results of questionnaires showed 1) a relationship exists between the presence of a subject specialist on a school staff and the extent to which individualized instruction is used in that subject; 2) many of the schools are not using the more individualized methods for learning; 3) the selected media centers' staffing and number of activities provided usually do not meet standards; 4) there is not as wide a range of media nor as flexible circulation as is recommended; 5) budgets and services are below recommended standards; and 6) media centers are more involved in schools which have strong individualized instructional programs. Primary areas of need which were identified by the media specialists questioned included increased media collection, center expansion, and increased professional and clerical personnel. (Author/SH)

**ED 073 682** EM 010 853

*Kuhns, William*

**Movies in America.**

Pub Date 72

Note—248p.; See also EM 010 854

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$6.50; \$4.95 net to schools)

Document Not Available from EDRS.

Descriptors—American History, Art, Art Education, Audiovisual Communication, \*College Instruction, Film Production, \*Films, \*Film Study, Mass Media, Production Techniques, Social Studies, Sound Films, \*Textbooks

Two main themes of motion picture development in America are presented in this comprehensive historical guide to movies. The sophistication and broadening of the movies as an art form and the complex relationships between a period and the movies of that period are fully explored. Particular emphasis has been placed on the role of the director. Though the text does not encompass all movies, it does provide a coherently arranged historical summary that is intended to serve as a main text for a college level course in film. The author explores the personalities of such movie greats as Chaplin, Disney, Ford, and Capra and analyzes the trends of the development of the industry. The resource guide, "Teaching in the Dark" (EM 010 854), should be used with this text. (MC)

**ED 073 683** EM 010 854

*Kuhns, William Carr, John*

**Teaching in the Dark. Resource Guide for Movies in America.**

Pub Date 72

Note—110p.; See also EM 010 853

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$4.50; \$3.60 net to schools)

Document Not Available from EDRS.

Descriptors—American History, Art Education, Audiovisual Communication, College Instruction, \*Films, \*Film Study, Production Techniques, \*Resource Guides, Social Studies

A resource guide for a course in the history of American movies is presented. Although the guide is specifically intended for use with the text, "Movies in America" (EM 010 853), the authors feel that it can be used to enhance any course in American film history regardless of the main text. The first section of the guide discusses the basic technical and administrative information necessary for getting a course going. The remainder allows the teacher to choose between two modes of instruction; the follow-the-book mode and the adaptation study mode. The book does not have discussion questions or lessons per se, but it does have a complete set of appendices that include a film index, an annotated list of film sources, and a list of film periodicals, organizations and services. (MC)

**ED 073 684** EM 010 856

*Dupuis, Mary M., Ed. Mitzel, Harold E., Ed.*

**Technology in Education: Report of a Planning Conference for the NIE Planning Unit.**

National Inst. of Education (DHEW), Washington, D.C. Planning Unit.

Report No.—NIE-R-C102

Bureau No.—BR-1-7059

Pub Date 30 Jul 71

Grant—OEG-0-71-3636(515)

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Colleges, Cost Effectiveness, Educational Objectives, \*Educational Technology, Equal Education, Equipment Evaluation, \*Federal Programs, Individualized Instruction, Instructional Technology, Junior Colleges, Models, Primary Grades, \*Program Planning, Simulation, Systems Analysis, Technological Advancement

Identifiers—\*National Institute of Education

A planning conference on technology in education resulted in specific recommendations to the National Institute of Education (NIE). 1) Technology offers the potential for amplifying individuality, expanding the scope and depth of the educational process, contributing system studies towards goal definition, and improvements in quality, equality of opportunity, and cost control. 2) Possible areas of prime concern to NIE include the lower elementary grades, two year colleges, open universities, system studies, educational dynamics (model building and simulation), and technology development and evaluation. (Author/RH)

**ED 073 685** EM 010 858

*Ayre, Elizabeth L.*

**Amendment to Quality Control Project for Intensive Development for the Evaluation Components of Computer Based Resource Units.**



State Univ. of New York, Buffalo. Coll. at Buffalo; State Univ. of New York Research Foundation, Buffalo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Educational Services.

Pub Date 15 Oct 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, \*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, \*Educational Objectives, Evaluation Criteria, \*Information Dissemination, \*Measurement Goals, Test Construction, Tests

Identifiers—CBBRU, \*Computer Based Resource Units

The objectives of this project were to 1) identify objectives in 14 existing computer based resource units which had no appropriate measuring devices, 2) formulate at least three measuring devices for each such objective, and 3) to enter all data into the computer based resource unit data bank for subsequent dissemination. The strategies and their relative success for each of these objectives are outlined. Appendixes include the pre-quality control objective profile matrix, examples of measuring devices, measuring device statistics, the post-quality control objective profile matrix, and the measuring devices for the computer based resource unit on career education. [Made from best available copy, parts may reproduce poorly.] (Author/RH)

ED 073 686 EM 010 859

Moreau, Lanny E., Ed.

Strategies for the Design of Parent Training Programs: Intellectual Stimulation and Motivation of Young Children.

Central Midwestern Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0546

Pub Date 72

Note—82p.; See Also EM 010 825, EM 010 826, EM 010 827, EM 010 828

Available from—CEMREL, Inc., 1640 East 78th Street, Minneapolis, Minnesota 55423 (no price quoted)

Document Not Available from EDRS.

Descriptors—Behavior Change, Cognitive Development, Educational Programs, Instructional Television, Intellectual Development, Intellectual Experience, \*Learning Activities, Mentally Handicapped, \*Motivation, \*Parent Child Relationship, \*Parent Education, Parent Influence, Parent Role, Program Development, \*Reinforcement, Training Techniques

Identifiers—Teaching Your Child

A summary of the input of seven professionals to the planning and development of a parent-training program, "Teaching Your Child", is presented in this report. The articles included are written as applied demonstrations of decision rules to be incorporated into programs for helping parents stimulate their children intellectually. A brief discussion of the problem toward which the project was directed is presented first, followed by a general review of the literature delineating the major areas to be discussed. The papers deal with activity development and implementation by parents, behavior modification techniques, potential tutoring of mentally retarded children, and behavioral engineering for family life. A paper describing the incorporation of this information into the "Teaching Your Child" program concludes the report. (SH)

ED 073 687 EM 010 861

Shubik, Martin Brewer, Garry D.

Models, Simulations, and Games: A Survey.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No.—ARPA-RC-R-1060

Pub Date May 72

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, Decision Making, Educational Games, \*Evaluation, \*Game Theory, \*Management Games, \*Models, Policy Formation, Professional Occupations, \*Simulation, Surveys

A Rand evaluation of activity and products of gaming, model-building, and simulation carried

out under the auspices of the Defense Advanced Research Projects Agency aimed not only to assess the usefulness of gaming in military-political policymaking, but also to contribute to the definition of common standards and the refinement of objectives for the entire gaming profession. As a result of the survey, the purposes, production, operation, use, and costs of 132 models, simulations, and games are reported. Recommendations are presented indicating several ways in which increasing professionalism can benefit both gamers and the policymakers they serve. (Author/RH)

ED 073 688 EM 010 862

Steiner, Robert L.

Visions of Cablevision: The Prospects for Cable Television in the Greater Cincinnati Area.

Stephen H. Wilder Foundation, Cincinnati, Ohio. Pub Date Dec 72

Note—115p.

Available from—The Stephen H. Wilder Foundation, 1017 Provident Tower, Cincinnati, Ohio 45202 (free to residents of Ohio, Kentucky & Indiana, \$3.00 elsewhere)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Cable Television, \*City Planning, Community Antennas, Economics, Federal Laws, \*Guides, Marketing, Modern History, \*Policy Formation, \*Regional Planning, State Legislation, Technological Advancement, Television

Identifiers—CATV, \*Cincinnati, Ohio

Prepared to assist in the planning for cable television in the Cincinnati, Ohio metropolitan area, this document provides not only general information about the history and current state of cable television, but also an example of the application of such information to the policy demands of a specific situation. Given the technology and capabilities of cable, the current regulatory structure, the experience of other big city systems, and the economics of major market cable systems, recommendations are made for the structuring of a Greater Cincinnati cable television system. (RH)

ED 073 689 EM 010 863

Spuck, Dennis W. And Others

Unified Salary Schedule Analysis Program.

Wisconsin Univ., Madison. Dept. of Educational Administration.

Pub Date Jul 71

Note—82p.; WISE\*LIB.SALV4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Board of Education Policy, \*Collective Bargaining, \*Computer Programs, Contracts, \*Costs, Decision Making, Financial Policy, Salaries, Salary Differentials, Teacher Associations, \*Teacher Salaries

Identifiers—\*Wisconsin Information Systems for Education, WISE

In collective bargaining sessions full of tensions, there is a need for rapid, accurate, comprehensive analyses of the fiscal impact of alternative salary policy proposals. The Salary Schedule Analysis Program described here is a computer program designed to provide both sides at the bargaining table with comprehensive outcome information about any proposed policy. Input then includes information about teachers, scheduling, and the proposed policy with respect to such things as base salary, increment size, experience levels, etc. The output summarizes the input information about the district and its policies and then provides a cost estimate for any policies under consideration. Appendixes describe the input deck structure, the program process, and the output. (Author/RH)

ED 073 690 EM 010 867

McKim, Robert H.

Experiences in Visual Thinking.

Pub Date 72

Note—171p.

Available from—Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, California 94002 (\$5.95)

Document Not Available from EDRS.

Descriptors—Activities, Art Activities, \*Art Expression, Creative Activities, Creative Art, \*Creativity, \*Imagination, Nonverbal Communication, Originality, \*Problem Solving, Visual Arts, \*Visual Literacy

Visual thinking is composed of three activities: idea-sketching, seeing, and imagining. This book suggests ways that people whose usual way of

thinking is in words can turn to a new mode of thinking; preparations for it, including materials, environmental conditions, and an inner state of relaxed awareness; seeing; imagining; and idea-sketching (the faculty of visual thinking that gives birth to ideas). Many activities are included. (JK)

ED 073 691 EM 010 878

Pieper, William J. Smith, Edgar A.

Development of a Video System for Rapid Generation of Learning Sequences.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-72-65

Pub Date Jul 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audiovisual Aids, Electronic Equipment, Evaluation Techniques, \*Instructional Design, Instructional Materials, Man Machine Systems, \*Material Development, \*Media Technology, \*Video Equipment

The object of this program was to develop and evaluate an improved portable video system for use as an instructional software design tool. The product developed was a basic configuration of half-inch video equipment using a three-camera system augmented with battery-powered recorder cameras. The combined hardware and manuals allowed the researcher to interact with the material being developed with a minimum of interference from photo-electronic operations. This project demonstrated that it is practical for writers to use sophisticated and complex half-inch video systems to facilitate the development of instructional materials. The usability, reliability, and maintainability is adequate to enable a researcher who is not a trained electronic or photographic technician to use the equipment without undue curtailment or restrictions imposed by the electronics and media production techniques involved. This maximizes the attention to content and instructional methodology and facilitates revision based on initial tryout of prototypic instructional sequences. The material in this volume summarizes the method of selection developed and the evaluative procedures employed. (JK)

ED 073 692 EM 010 879

Valdes, Joan Crow, Jeanne

The Media Works.

Pub Date 73

Note—282p.; See also EM 010 880, EM 010 881 Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$4.95)

Document Not Available from EDRS.

Descriptors—Commercial Television, \*Communication (Thought Transfer), Communication Skills, Film Study, \*Mass Media, News Media, Newspapers, Periodicals, Publicize, Radio, \*Secondary Grades, \*Social Values, Television, Television Viewing, \*Textbooks, Values

This student text and activity book provides information on and suggests ways to examine seven of the mass media: movies, television, advertising, magazines, comics, radio, and newspapers. Much of the learning takes place by actual examination of actual products to learn characteristics common to them. The first section investigates the process of producing some of these movies, radio shows, magazines, etc. The section discusses the images of people and society beamed through the media and asks students to compare these images with their own picture of reality. A typical part of this section examines best sellers from the 1920's through the 1960's to see what themes dominated popular fiction in each decade. These themes are related to political and social events of the decade. The third section has two topics: alternative views of society which come from the underground media and an explanation of how media like films and photography work. The text appears suitable for the secondary grades. (JK)

ED 073 693 EM 010 880

Valdes, Joan Crow, Jeanne

Logbook; Working With the Media Works.

Pub Date 73

Note—119p.; See also EM 010 879, EM 010 881 Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$2.70)

Document Not Available from EDRS.

Descriptors—\*Activities, \*Communication Skills, Creative Activities, \*Mass Media, News Media, Newspapers, Periodicals, Publicize, Secondary Grades, Television, Television Viewing, \*Workbooks



This student workbook for "The Media Works" (EM 010 879) contains ready-made forms, or worksheets, which refer to activities assigned in the text. The logbook also contains pages for open-ended activities which are not tied to the text. Examples of the activities include finding a definition of "media" by comparing people's definition of the term, examining promotion material for concerts and movies, and designing a paper doll which communicates a particular image. (JK)

ED 073 694 EM 010 881

Valdes, Joan Crow, Jeanne  
Teacher's Resources for The Media Works.  
Pub Date 73  
Note—23p.; See also EM 010 879, EM 010 880.  
Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$1.20)

Document Not Available from EDRS.  
Descriptors—\*Annotated Bibliographies, Bibliographies, Films, Film Study, Guides, \*Mass Media, Periodicals, \*Photographic Equipment, Secondary Grades, \*Teaching Guides, \*Video Equipment

This teacher's guide for "The Media Works" (EM 010 879) provides bibliographies of books and periodicals which cover the general field of media and popular culture, an annotated bibliography of short and feature films likely to be useful accompaniments to the curriculum, and suggestions on how to obtain photographic equipment and movie and video equipment. Also provided is an introduction to media study. The authors reject the practice of using films and songs to make traditional English instruction more palatable. Instead, they believe that media must be taught as a subject in its own right, so that students can examine critically the images and myths presented by the media. (JK)

ED 073 695 EM 010 882

Jarvis, Donald K.  
Videotape Recording As a Supplement to In-Person Supervision.

Pub Date [73]  
Note—12p.  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—Feedback, \*Microteaching, \*Preservice Education, Student Teachers, Student Teaching, \*Teacher Education, Teacher Evaluation, \*Teacher Supervision, \*Video Tape Recordings

The object of this study was to assess costs, practical problems, and personal attitudes connected with using videotape recording (VTR) as an adjunct to in-person supervision of student teachers. Student teachers' performance in the classroom was recorded by videotape technicians once or twice during their student teaching experience, and the tapes were delivered to supervisors as a supplement to in-person visits. Student teachers allowed to view recording of their teaching displayed favorable attitudes towards this use of VTR, while those not allowed to see tapes of their performance exhibited more negative attitudes. Supervisors' failure to give any feedback at all on a teacher's recorded performance resulted in even more negative student teacher attitudes toward this use of VTR. The student teachers wanted to know ahead of time that their performance would be recorded. Supervisors were moderately favorable towards this use of VTR, but they felt it was inferior to and more time-consuming than live observation. The costs for 17 all-day recording sessions and 12 videotapes totaled \$512.69. This use of VTR appears helpful and feasible. Several recommendations for its use are made. (JK)

ED 073 696 EM 010 883

Networks and Disciplines; Proceedings of the EDUCOM Fall Conference (Ann Arbor, Michigan, October 11-13, 1972).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 73  
Note—204p.

Available from—EDUCOM, P. O. BOX 364, Princeton, New Jersey 08540 (\$5.00 members, \$6.00 nonmembers)

EDRS Price MF-\$0.65 HC-\$8.87

Descriptors—\*Computers, Computer Science, \*Conference Reports, Data Bases, Higher Education, \*Information Networks, Interagency Cooperation, \*Interinstitutional Cooperation, \*Networks

Identifiers—EDUCOM

The Fall, 1972 conference of EDUCOM focused on problems, potentials, and current activities related to the development of interinstitutional cooperation through computer networking. In these proceedings, a number of representative networking attempts were presented, discipline-oriented workshops discussed possibilities in a number of different fields, more general findings about networking progress were reported, the impact of networking was discussed, and panel discussions attempted to provide an overview. (RH)

ED 073 697 EM 010 884

Coldevin, Gary O.  
Educational Communications and the Formulation of National and International Orientations.  
Sir George Williams Univ., Montreal (Quebec). Instructional Media Office.

Pub Date Apr 73  
Note—19p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 8-13, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, Cultural Differences, Information Sources, Mass Media, \*Media Research, Political Socialization, \*School Role, \*Secondary School Students, \*Social Influences, \*Socialization, Televised Instruction, Television, Television Research

Identifiers—Canada  
This study surveyed equal groups of American, French Canadian, and English-Canadian high school students to learn what sources they used in formulating views on national and international issues. A total of 600 eleventh grade history students was surveyed. Results showed that mass media was the primary source used by all groups: in particular television newscasts, newspapers, and documentary films were influential. Both Canadian groups used these media more than Americans did. The second most important source was the school, although this was a minor source for both Canadian groups. In all groups, the teacher has the dominant individual role, while textbooks are next in importance. Films and educational television have only a minor role in school information. Third in importance was influence of the peer group, and least important was religion. This study negates earlier studies by showing that the home has changed from an information-poor environment to an information-rich one, due to television. The schools are falling behind in their role as an agent of socialization. Schools should utilize the mass media far more than they do presently. (JK)

ED 073 698 EM 010 890

Office of Telecommunications Policy; The White House Role in Domestic Communication.

Columbia Univ., New York, N.Y. Network Project.

Pub Date Apr 73  
Note—38p.

Available from—The Network Project, 102 Earl Hall, Columbia University, New York, N.Y. 10027 (\$2.00/individuals; \$5.00/institution)

Document Not Available from EDRS.

Descriptors—Administrative Agencies, Cable Television, Communication Satellites, \*Federal Government, Government Role, Information Networks, \*Mass Media, \*Policy Formation, Politics, Public Officials, \*Public Policy, Public Television, \*Telecommunication

Identifiers—FCC, Federal Communications Commission, \*Office of Telecommunications Policy, OTP

In 1970, President Nixon created the White House Office of Telecommunications Policy (OTP) and appointed Clay T. Whitehead as its first director. This young office has attained influential power in the broad field of telecommunications and, some say, has jeopardized the independence of the public's communications custodian, the Federal Communications Commission (FCC). In a series of powerful steps, the OTP has been able to successfully lobby for several major decisions affecting mass communications in the United States. The OTP forced the FCC to initiate an "open skies" policy on domestic communications satellites that weakened the dichotomy between private and public administrative power, giving private corporations free reign on domestic satellite control. The control structure of the Corporation for Public Broadcasting (CPB) changed dramatically after a White House

initiated funding bill was passed by Congress. The FCC's long abolition of distant signal restrictions for cable television operators in major markets was overturned by the OTP at the behest of large network broadcasters. (MC)

ED 073 699 EM 010 892

Sullivan, Peggy  
Problems in School Media Management.

Pub Date 71  
Note—245p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 (\$9.95)

Document Not Available from EDRS.

Descriptors—\*Administrative Problems, \*Case Studies, Cataloging, Communication Problems, Information Centers, Information Retrieval, \*Instructional Materials Centers, \*Librarians, Libraries, Library Acquisition, Library Circulation, Library Education, Library Equipment, Library Facilities, Library Planning, Library Programs, Library Science, Media Selection, \*School Libraries, Student Problems

The administrative problems encountered by librarians and other school media personnel are discussed in this book. Thirty case studies, each representative of a common problem, are presented. The problems range from a librarian's conflict with direct-write book policy to students caught stealing library materials. The book is based on a nation-wide tour of instructional media centers made by the author. (MC)

ED 073 700 EM 010 894

Wilkinson, Cecil E.  
Educational Media and You.

Pub Date 71  
Note—194p.

Available from—Educational Materials and Services Limited, 115 Nugget Avenue, Agincourt, Ontario, Canada; General Learning Corp., Morristown, New Jersey (no prices quoted)

Document Not Available from EDRS.

Descriptors—\*Administration, Art Education, \*Audiovisual Aids, Audiovisual Communication, Educational Technology, Elementary Education, Facility Guidelines, Filmstrips, Graphic Arts, Higher Education, Instructional Films, \*Instructional Materials Centers, \*Instructional Media, Instructional Technology, Library Planning, \*Media Selection, Multimedia Instruction, Resource Guides, Secondary Education, Special Education, Televised Instruction

Guidance in the values and uses of media for educators and students at all educational levels is presented in this resource guide. Over fifty educational media are discussed such as photographs, study prints, slides, filmstrips, stereoscopic views, microforms, recordings, motion pictures, television, and facsimiles of reality. Attention is also given to language instruction and the stimulation of learning on the part of the emotionally disturbed, the hard-of-hearing, and those with speech difficulties. The administration of media resources is also discussed. (MC)

ED 073 701 EM 010 895

Howard, Brice  
Videotape and Image Experience.

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date 72  
Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Art, Art Expression, Art Materials, \*Creativity, \*Technological Advancement, \*Television, Video Tape Recordings

Television as a medium for art is only beginning to be explored. This book, while noting rather than attempting to detail the possibilities and technologies involved, presents one author's thoughts on the subject and extended examples. (RH)

ED 073 702 EM 010 899

Tennyson, Robert D. Boutwell, Richard C.  
Methodology for the Sequencing of Instances in Classroom Concept Teaching.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Pub Date 30 Jan 73  
Note—22p.; Tech Memo Number 76

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Concept Formation, \*Concept Teaching, \*Definitions, Generalization, Instructional Design, Sequential Learning, \*Teaching Techniques

The instructional design presented in this article discusses a procedure for arranging and sequencing examples and nonexamples for concept teaching in the classroom. Concepts are divided into two types: definition and observation. A definition concept is one in which the critical attributes are determined by the definition, e.g., war. Observation characteristics have measurable or observable physical characteristics. Characteristics of a concept are either relevant (i.e., basic), or irrelevant. Discrimination between concept classes can be illustrated by use of a Venn diagram. Examples of concepts and concept classes are either convergent (their irrelevant attributes are as similar as possible) or divergent (their irrelevant attributes are as different as possible). The most effective relationship between examples and nonexamples of a concept is matched: that is, an example and a nonexample have similar irrelevant attributes. In that case, the only difference between them is the critical attributes of the concept. Examples of concepts can also be discriminated between on the grounds of whether they are easy or hard. (JK)

ED 073 703 EM 010 902

Merrill, Paul F. And Others

**The Interactive Effects of the Availability of Objectives and/or Rules on Computer-Based Learning: A Replication.**

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Sep 72

Note—51p; Tech Memo Number 59

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, \*Behavioral Objectives, College Students, \*Computer Assisted Instruction, Evaluation, Reaction Time, Retention, \*Teaching Methods

To replicate and extend the results of a previous study, this project investigated the effects of behavioral objectives and/or rules on computer-based learning task performance. The 133 subjects were randomly assigned to an example-only, objective-example, rule example, or objective-rule example group. The availability of rules and/or objectives reduced the number of examples required to meet criterion performance and increased posttest performance. In addition, rules reduced display latency and test item response latency and increased retention test performance. Rules also decreased the level of within-task state anxiety. (Author/RH)

ED 073 704 EM 010 903

**Crossed Wires: Cable Television in New Jersey.** Center for Analysis of Public Issues, Princeton, N.J.

Pub Date 72

Note—94p.

Available from—The Center for Analysis of Public Issues, 92A Nassau Street, Princeton, New Jersey 08540 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Cable Television, \*Citizen Participation, City Officials, Community Antennas, Federal Legislation, Legal Responsibility, \*Local Government, Mass Media, Municipalities, Public Policy, State Agencies, \*State Government, State Laws, State Legislation, \*Statewide Planning, Television

Identifiers—CATV, Federal Communications Commission, Franchising, \*New Jersey

Cable television (CATV) in New Jersey has been almost nonexistent: Because of the state's proximity to the major cities of New York and Philadelphia, there has been a scarcity of New Jersey-oriented news and public affairs programming. Cable television access, it is suggested, could fill this information gap in New Jersey if the state government would begin to apply informed conceptions of the public interest when granting franchises for cable television operations. This report comprehensively discusses all the aspects of cable television franchising as they pertain to the New Jersey situation. The report recommends statutory reform of the ground rules for CATV development, jurisdictional control of cable operations by the Public Utilities Commission, and the formation of a new Office of Cable Communications. (MC)

ED 073 705

McLaughlin, G. Harry

**Educational Television On Demand. An Evaluation of the Ottawa IRTV Experiment.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—167p.; Occasional Papers Number 11

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (No price quoted)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, Closed Circuit Television, \*Dial Access Information Systems, Educational Television, Experimental Programs, \*Film Libraries, Films, Information Retrieval, \*Instructional Television, Program Descriptions, \*Program Evaluation, Televised Instruction, Television

Identifiers—Canada, \*Information Retrieval Television, IRTV, Ottawa

The Information Retrieval Television (IRTV) system was a unique experimental media program initiated in several Ottawa schools in the fall of 1968. The program was designed to allow teachers to select televised audiovisual programs for their classes when and where they choose. This arrangement freed teachers from broadcast schedules and the rigidities of existing film distribution methods. The IRTV system was tested for nearly three years, and this report discusses a variety of aspects of the system. The report is based primarily upon questionnaire surveys and media center logs. It does not attempt to validate IRTV's effect on learning, but rather it evaluates the mechanics of the system itself. The data collected revealed that the IRTV system was unlikely to do much more than double the average student's exposure to films and television. Furthermore, IRTV was predominantly used for enrichment. The most important advantage of the system was that it could insure the viewer the program in a very short time. (MC)

ED 073 706

Gallitis, Maris M.

**The Costs of Information Retrieval Television. A Case Study in the Cost-Effectiveness of Educational Media.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—87p.; Occasional Papers Number 12

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (No price quoted)

Document Not Available from EDRS.

Descriptors—Administration, Audiovisual Communication, Audiovisual Instruction, Closed Circuit Television, \*Cost Effectiveness, Costs, Dial Access Information Systems, Expenditure Per Student, \*Experimental Programs, Film Libraries, Films, \*Information Retrieval, \*Instructional Television, Management, Operating Expenses, Planning, Program Costs, Program Effectiveness, \*Program Evaluation, Television

Identifiers—Canada, \*Information Retrieval Television, IRTV, Ottawa

The Information Retrieval Television (IRTV) system was a unique experimental media program initiated in several Ottawa, Canada schools in the fall of 1968. The program allowed teachers to select televised audiovisual programs for their classes at any time. This arrangement freed them from having to adapt to broadcast schedules or to the rigidities of existing film distribution methods. The IRTV system was tested for nearly three years and detailed records of the costs of the system were systematically kept. This report shows the type of consideration that must be taken into account by administrators and planners when organizing an efficient media system. Comprehensive in scope, the report concluded that it is unlikely that IRTV can ever be cost-efficient until it becomes a self-contained mode of instruction in some part of the learning environment. Though the conclusions about IRTV were not favorable, the methodology used to develop a cost-effective rationale should be of lasting value. (MC)

ED 073 707

Tennyson, Robert D.

**Adaptive Instructional Model for Concept Acquisition.**

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Air Force, Washington, D.C.

Pub Date 30 Jan 73

Note—29p.; Tech Memo Number 70

EM 010 906

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adaptation Level Theory, \*Branching, \*Computer Assisted Instruction, \*Concept Teaching, \*Individual Differences, Individualized Instruction, Performance Identifiers—\*Adaptive Concept Acquisition

An adaptive instructional strategy for individualized concept teaching was developed according to decision processes that adjust instructional variables to individual differences and differential performance, either before a task in response to an individual's traits or during a task in response to his current responses. An adaptive instructional strategy is presented for teaching concepts according to a learner's error response pattern after an intermediate evaluation with the instructional sequence. (Author/RH)

ED 073 708

Marchese, Lamar

**Cable Television in Central Appalachia: A Feasibility Study.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-71-4410

Note—26p.; Issue 5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cable Television, Citizen Participation, Community Antennas, Community Benefits, \*Community Change, Community Programs, \*Economic Disadvantage, \*Feasibility Studies, Programming (Broadcast), Public Health, \*Rural Areas, Rural Economics, Rural Education, Rural Population

Identifiers—\*Appalachia, CATV

Appalachia has a long history of isolation, poverty and exploitation by outsiders, but many of the region's problems may be wholly or partly solvable through improved communications in such areas as health services, education, and training. The existing facilities for cable television in the area, its potential for use in the needed public services, and recommendations for better use of existing services and additional services to meet the public service programming needs of the area through cable television are reviewed in this report. (Author/RH)

ED 073 709

Herriott, Robert E. Liebert, Roland J.

**"The Electric Company" In-School Utilization Study. Volume One: The 1971-72 School and Teacher Surveys.**

Florida State Univ., Tallahassee. Inst. for Social Research; Research Triangle Inst., Durham, N.C. Statistics Research Div.

Spons Agency—Children's Television Workshop, New York, N.Y.

Pub Date 15 Aug 72

Note—164p.; Draft Copy

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Educational Television, Elementary School Supervisors, Elementary School Teachers, Instructional Television, Low Income Groups, \*Program Evaluation, \*Public Television, Reading Skills, \*Surveys, Television Viewing, Urban Education

Identifiers—The Electric Company

An innovative, entertaining television series, "The Electric Company" (TEC), was designed by Children's Television Workshop to help teach basic reading skills to seven-to-ten year olds either at home or in school. This report discusses two in-school audience surveys of TEC utilization—a Fall 1971 survey of elementary school principals which provides national estimates of utilization levels by different types of schools and pupils, and a Spring 1972 survey of teachers who were using TEC which provides data on the conditions under which pupils were actually viewing the program. Major findings of the fall survey are presented, emphasizing the good penetration of TEC into urbanized and low income areas in the North Atlantic and West-Southwest regions and among pupils who need it most. Findings of the nationwide teacher survey are discussed at length and are detailed in an appendix. Also appended are the fall questionnaire, tables presenting fall findings, the spring questionnaire, and a technical report of the surveys. (SH)

EM 010 914



## FL

ED 073 710

FL 003 736

Monka, Carolyn, Comp.

ERIC Documents on the Teaching of Foreign Languages: List Number 9.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date Oct 72

Note—23p.; Reprinted from Foreign Language Annals, v6 n1 p123-143 Oct 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Fles, International Education, \*Language Instruction, Language Laboratories, Language Tests, Microfiche, \*Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Televised Instruction

This ninth in a series of such catalogs lists 449 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1971 through April 1972. Entries are organized alphabetically, and a 15-subject user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproduction, ERIC document numbers, and availability information. For previous such catalogs, see ED 026 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, and ED 062 889. (RL)

ED 073 711

FL 003 746

Wood, Lynn T.

A Study of Student Attitudes towards Foreign Languages in Public Secondary Schools of Utah.

Spons Agency—Utah State Board of Education, Salt Lake City.

Pub Date May 72

Note—100p.; Master's thesis, Brigham Young University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dropout Attitudes, Dropout Prevention, Dropout Research, \*Language Instruction, Masters Theses, \*Modern Languages, \*School Surveys, Secondary Schools, \*Second Language Learning, Statistical Data, \*Student Attitudes, Student Needs

An analysis of a student attitude questionnaire administered in the spring of 1970 to students in 39 secondary schools in the state of Utah reflects attitudes which students bring to foreign language classrooms. Results of the survey indicate that students share positive attitudes toward language study both before and after enrollment in a language program. Loss of interest in the subject is noted to be the primary cause of student dropouts. The contents of the paper include: (1) nature of the survey, (2) review of the literature, (3) the student foreign language attitude questionnaire, (4) results of the study, and (5) conclusions and recommendations. Appendixes contain the foreign language attitude questionnaires and other pertinent data. A selected bibliography is included. (RL)

ED 073 712

FL 003 769

Atlanta Public Schools Spanish Guide.

Atlanta Public Schools, Ga.

Pub Date 71

Note—138p.; Revised edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Articulation (Program), Course Content, Course Objectives, Cultural Education, \*Curriculum Guides, Electronic Equipment, Language Guides, \*Language Instruction, Language Skills, Language Tests, Modern Languages, \*Secondary Schools, \*Spanish, Student Evaluation, \*Teaching Guides, Teaching Methods

This guide for teachers of Spanish outlines course objectives and general educational goals. Contents include information on (1) philosophy and long-range goals, (2) student recruitment, (3) program counseling, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10)

suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) suggestions on how to use a film, (16) accountability and foreign language teaching, (17) progressive development of the four skills, (18) flow chart of Spanish courses, (19) suggested content for quarter courses, (20) materials, resources, and equipment for each Spanish classroom and department, (21) teaching methods for use with "Entender y Hablar" and "En las Americas", (22) specific course outlines, and (23) cultural education. Appendixes contain suggestions for resource materials. (RL)

ED 073 713

FL 003 770

Gaines, Billie Davis And Others

Atlanta Public Schools Russian Guide.

Atlanta Public Schools, Ga.

Pub Date 71

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), Course Content, Course Objectives, Cultural Education, \*Curriculum Guides, Electronic Equipment, Language Guides, \*Language Instruction, Language Skills, Language Tests, Modern Languages, \*Russian, \*Secondary Schools, Student Evaluation, \*Teaching Guides, Teaching Methods

This guide for teachers of Russian outlines course objectives and general educational goals. Contents include information on: (1) philosophy and long-range goals, (2) student recruitment, (3) program counseling, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) suggestions on how to use a film, (16) accountability and foreign language teaching, (17) progressive development of the four skills, (18) flow chart of Russian courses, (19) suggested content for quarter courses, (20) materials, resources, and equipment for each Russian classroom and department, and (21) several course descriptions. An appendix contains a list of resources and materials. (RL)

ED 073 714

FL 003 771

Bolen, Helen And Others

Atlanta Public Schools German Guide.

Atlanta Public Schools, Ga.

Pub Date 71

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Articulation (Program), Course Content, Course Objectives, Cultural Education, \*Curriculum Guides, Electronic Equipment, \*German, Language Guides, \*Language Instruction, Language Skills, Language Tests, Modern Languages, \*Secondary Schools, Student Evaluation, \*Teaching Guides, Teaching Methods

This guide for teachers of German emphasizes the primacy of listening and speaking skills at all levels of instruction. Contents include information on: (1) philosophy and ultimate goals, (2) student recruitment, (3) program sequence, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) how to use a film, (16) accountability, (17) professional organizations, (18) progressive development of the four skills, (19) flow chart of German courses, (20) suggested general activities, (21) suggested procedures for using "Verstehen und Sprechen", (22) materials, resources, and equipment for each German classroom and department, and (23) general linguistic and cultural objectives of introductory German. (RL)

ED 073 715

FL 003 811

Wivell, Charles J.

Problems of Teaching Chinese Literature in a Comparative Literature Program.

Pub Date 25 Nov 72

Note—7p.; Paper presented at a meeting of the Chinese Language Teachers Association, Atlanta, Georgia, November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Chinese, College Language Programs, Cultural Education, \*Language Instruction, Literary Analysis, \*Literature, Modern Languages, Short Stories, \*Teaching Methods, \*Translation

Sinologists concerned with methods of teaching literature are exposed to an interpretive and structural approach to the field. Problems encountered in translating the Chinese short story into English are illustrated by several examples. A method of analysis of the thematic structure of a story is examined on three levels: (1) overt plot and theme structure, (2) patterns of literary allusions integral to the plot, and (3) less obvious patterns of verbal imagery and action related to the specific theme of a particular story. (RL)

ED 073 716

FL 003 816

Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), October 1972.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Div. of Bilingual Education.

Pub Date Oct 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Biculturalism, \*Bilingualism, \*Cultural Awareness, English (Second Language), Mexican Americans, Minority Groups, \*Newsletters, Portuguese, \*Reading Material Selection, Second Languages, Social Studies, Spanish, Spanish Speaking

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "Selection of Social Studies Resources," "Capturing a Child's Fancy: Read-Aloud Books," and "Ana's and Marta's Toast to Second-Grade Social Studies." Recommended reading materials in the fields of elementary Mexican history, second-grade social studies, and short stories are included. Appended is a list of distributors of educational materials in Spanish and Portuguese. Some of the articles appear both in Spanish and English. (SK)

ED 073 717

FL 003 836

Lange, Dale L., Ed. James, Charles J., Ed.

Foreign Language Education: A Reappraisal.

American Council on the Teaching of Foreign

Languages, New York, N.Y.

Pub Date 72

Note—406p.

Available from—National Textbook Co., 8259 Niles Center Rd., Skokie, Ill. 60076 (ACTFL members: \$7.60 paper, \$14.00 hard cover; non-members: \$9.50 paper, \$17.50 hard cover)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Cultural Education, Curriculum Planning, Curriculum Research, \*Educational Research, \*Individualized Instruction, Instructional Program Divisions, \*Language Instruction, Language Programs, Language Skills, \*Modern Languages, Program Development, Program Evaluation, Second Language Learning, Student Motivation, Student Needs, Teacher Attitudes, Teacher Education, \*Teaching Methods

This fourth volume in a series on foreign language education develops a cohesive review of language instruction in American public schools and also forecasts probable trends for the 1970's. The dominant themes which prevail in this study are individualization of instruction, pluralism of group interests, and technical assistance in learning. Chapters included material on: (1) purposes and goals in future foreign language programs, (2) teacher attitude, aptitude, and motivation, (3) teaching as facilitation and management of learning, (4) teacher education for new goals, (5) student aptitude, attitude, and motivation, (6) implications of psychological research for second language learning, (7) curriculums for new goals, (8) measurement implications of recent trends in foreign language teaching, (9) interaction of student and teacher with the learning environment, (10) teachers, students, and media as coagents in learning, (11) extra-school factors that influence language learning, (12) bilingualism in a pluralistic society, and (13) reappraisal of foreign language education. An index is provided. (RL)



**ED 073 718** FL 003 862  
**Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism)**, August 1972.

San Diego City Schools, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.  
 Pub Date Aug 72  
 Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Biculturalism, \*Bilingualism, \*Cultural Awareness, English (Second Language), Mexican Americans, Minority Groups, \*Newsletters, Portuguese, \*Reading Material Selection, Science Instruction, Second Languages, Spanish, Spanish Speaking

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "Steps Toward Effective Bilingualism," "A 'Used' Teacher's View of New Language Arts Materials," "Rich Resources for Reading," and "Tidbits to Turn On Science Students and Teachers." Book reviews and a list of recommended reading materials are included. Appended is a list of distributors of educational materials in Spanish and Portuguese. Some of the articles appear both in Spanish and Portuguese. (SK)

**ED 073 719** FL 003 864  
**Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism)**, July 1972.

San Diego City Schools, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.  
 Pub Date Jul 72  
 Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Biculturalism, \*Bilingualism, \*Cultural Awareness, English (Second Language), Mexican Americans, Minority Groups, \*Newsletters, Portuguese, \*Reading Material Selection, Second Languages, Social Studies, Spanish, Spanish Speaking

This newsletter seeks to promote the concept of bilingual-cultural education. Among its articles are "McGuffey, Move Over," "Nacho and Other Friends," "Naturaleza y Sociedad for First-Grade Social Studies," and "Field-Testing Favorites." Appended are lists of distributors of educational materials in Spanish and Portuguese, and recommended instructional materials. Some of the articles appear both in Spanish and English. (SK)

**ED 073 720** FL 003 887  
**The French Revolution.**  
 Baltimore City Public Schools, Md.  
 Pub Date May 72  
 Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cultural Education, \*Curriculum Guides, \*French, \*History, Instructional Materials, \*Language Instruction, Secondary Schools, Short Courses, Study Guides  
 Identifiers—\*French Revolution

This outline on the French Revolution is designed to illustrate how this period of French history influenced various aspects of contemporary culture. Four main sections are treated: (1) ideas that led to the Revolution, (2) the reigns of the Bourbon kings, (3) the Revolution, and (4) the rise of Napoleon as a reaction to chaos. A list of 16mm color films available to teachers is included, and a selected bibliography concludes the guide. (RL)

**ED 073 721** FL 003 888  
**The Impact of the German on American Culture.**  
 Baltimore City Public Schools, Md.  
 Pub Date May 72  
 Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Culture, \*Course Descriptions, Course Objectives, \*Cultural Education, Culture Contact, \*German, Immigrants, \*Instructional Materials, \*Language Instruction, Modern Languages, Occupations, Short Courses

Several brief outlines of minicourses for German classes focus on developing student awareness of the phenomenon of his own immigration, cultural contributions, and influence. Topics include: (1) phenomena of German immigration, (2) areas of settlement, (3) cultural contributions

of the 18th and 19th centuries, (4) cultural contributions of the 20th century, (5) early occupations of the 18th and 19th centuries, (6) occupations of the 20th century, (7) music, (8) art and literature, (9) impact on our culture, and (10) geography. Resource materials and suggested related activities are included. (RL)

**ED 073 722**

FL 003 949

Ford, James F.

**A Foreign Language Educator Looks at Career Education.**

Arkansas State Dept. of Education, Little Rock.  
 Pub Date Jan 73

Note—9p.; Paper presented at the Modern Language Section of the Arkansas Education Association Convention, November 21, 1972; Arkansas Foreign Language Newsletter; v7 n2 p1-9 Jan 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, Educational Objectives, \*Educational Philosophy, Instructional Program Divisions, \*Language Instruction, \*Modern Languages, Second Language Learning, Vocational Development, \*Vocational Education

This article, concerning the role of foreign language instruction within the framework of career education, provides a brief review of newly emerging educational theory. Several definitions of career education trace their origins back to the "life adjustment" educational philosophy proposed by John Dewey. A model program for career education, the Comprehensive Career Education Model being developed by the Center for Vocational and Technical Education at Ohio State University, is described. The final section of the article is devoted to ways in which foreign language instruction can be oriented toward the concept of career education. (RL)

**ED 073 723**

FL 003 964

de Queljo, David H.

**Integrating Culture in Indonesian Language Teaching: An Inevitability, But How Much?**

Pub Date 24 Nov 72

Note—11p.; Paper presented at a meeting of the American Conference of Teachers of Uncommon Asian Languages, Atlanta, Georgia, November 24, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Language Programs, Course Descriptions, \*Cross Cultural Training, Cultural Education, \*Curriculum Guides, \*Indonesian, Indonesian Languages, \*Language Instruction, Language Learning Levels, Teaching Methods

Recognizing the integral relationship of language and culture, this article outlines a guide for teachers of Indonesian who wish to supplement their language instruction with cultural concepts. Remarks and linguistic examples are presented for three language learning levels. An appendix contains an outline of the suggested scope and sequence of the cultural segment in Indonesian language teaching at college levels 1, 2, and 3. (RL)

**ED 073 724**

FL 003 968

Rickett, Adele Austin

**A "Translation" Exercise in Chinese Poetry.**

Pub Date 25 Nov 72

Note—16p.; Paper presented at the meeting of the Chinese Language Teachers Association, Atlanta, Georgia, November 25, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Chinese, \*College Students, \*Literature Appreciation, \*Poetry, Sino Tibetan Languages, \*Teaching Methods, Teaching Techniques

A teaching technique for helping college students of Chinese poetry comprehend the complexity and error often caused by translation is discussed. The author illustrates how she provides the equivalent English word for each of the Chinese characters in a poem from the "Shih-ching," and requires students to prepare their own translation of the poem. Student analyses of the meaning of the poem are then discussed. It is suggested that this process, which directly involves the student in interpreting the poem, offers a greater opportunity for developing poetic insight than does the reading of commercially-prepared translations. (RL)

**ED 073 725**

FL 003 983

Paquette, F. Andre

**A Paper Tiger in an Academic Jungle.**

Pub Date 29 Dec 72

Note—10p.; Paper presented at the joint forum of the Association of Departments of English and the Association of Departments of Foreign Languages, New York, N.Y., December 29, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, \*Language Instruction, \*Modern Languages, National Programs, \*Program Evaluation, \*Program Improvement, School Surveys, Summative Evaluation

This survey of profession-wide accomplishments and failures in foreign language instruction, characteristic of the last two decades, is complemented by suggestions intended to spur teachers and educational institutions into initiating improvements in curriculum development considered to be vital to the survival of the foreign language profession. Specific references to programs and publications, characteristic of the period under consideration, are outlined in four categories: (1) professional statements, (2) professional programs with specific objectives, (3) selected publications, and (4) new means for professional communication. Concluding remarks predict that unless the language teaching profession recovers the "boldness" of the early 1950's the profession shall be nothing more than a "paper tiger" in an academic jungle. (RL)

**ED 073 726**

FL 003 984

**Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism)**, December 1972.

San Diego City Schools, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.  
 Pub Date Dec 72  
 Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Biculturalism, \*Bilingualism, \*Cultural Awareness, English (Second Language), Geography Instruction, Mexican Americans, \*Minority Groups, \*Newsletters, Political Power, Portuguese, Second Languages, Spanish, Spanish Speaking

This newsletter seeks to promote the concept of bilingual-cultural education. Among its articles are "Political Power and Bilingualism," "Saturday Fun for Joao and Maria," "Student Selected Geography Texts," and "To Become Aware of One's Reality." Included is a list of distributors of educational materials in Spanish and Portuguese. Some of the articles appear both in Spanish and English. (SK)

**ED 073 727**

FL 003 986

Bidwell, Charles E.

**Outline of Polish Morphology.**

Pittsburgh Univ., Pa. University Center for International Studies.

Pub Date Jan 72

Note—146p.

Available from—University Center for International Studies, 224 Social Science Building, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$4.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Descriptive Linguistics, \*Form Classes (Languages), Language Patterns, \*Morphology (Languages), \*Morphophonemics, Nominals, \*Polish, Slavic Languages, Verbs

This volume, one of a series of concise but relatively exhaustive descriptions of the grammatical structures of the principal standard Slavic languages, contains an outline of Polish morphology. The four major sections are morphophonemics, nominal inflection, the Polish verb (Part 1—stem alternation and conjugation, and the Polish verb (Part 2—interparadigmatic alternation). A bibliography is included. (RL)

**ED 073 728**

FL 004 014

Oshika, Beatrice T.

**On the Role of Discourse in the Teaching of Thai.**

Pub Date 24 Nov 72

Note—7p.; Paper presented at a meeting of the American Conference of Teachers of Uncommon Asian Languages, Atlanta, Georgia, November 24, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Discourse Analysis, Form Classes (Languages), \*Language Instruction, Language Patterns, Modern Languages, Morphology (Languages), \*Pronouns, Sino Tibetan Languages, \*Teaching Methods, \*Thai

Several methods illustrating how textbooks traditionally teach the use of pronouns in discourse in Thai are examined and criticized in this study. Examples of how "referential identity" and "lexical identity" are interrelated are provided. It is pointed out that (1) the semantic features of age, gender, and relationship are not sufficient to describe pronoun usage in Thai, and (2) dialogues and narratives based on rules of sentence-domain grammars do not accurately reflect the language of native speakers. The competence of the native speaker includes the skill to manipulate and vary pronouns through discourse. It is suggested that an objective of Thai language instruction should be to duplicate the behavior represented by that skill and to discover and teach the rules governing manipulations such as pronoun deletion and noun switching in sentence sequences. (RL)

ED 073 729 FL 004 017

van Doorslaer, M. P.  
Reading Problems and Teaching Literature in Foreign Languages.  
Pub Date Oct 72

Note—13p.; Paper presented at a meeting of the Rocky Mountain Modern Language Association, Tucson, Arizona, October 19-21, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthologies, \*College Language Programs, Language Fluency, \*Literature, \*Reading Development, Reading Skills, Second Language Learning, Student Attitudes, \*Student Motivation, \*Teaching Methods

Discussion of the current student malaise toward foreign literature and reading problems encountered by college students is directed toward means of making college language programs more relevant and of updating teaching methods. Student disinterest is traced to a premature and excessive overexposure to electronic media. The author proposes a combined synchronic and diachronic approach to literary anthologies while stressing reading development without the use of a dictionary. (RL)

ED 073 730 FL 004 021

Pasquariello, Anthony M.

A Cause in Search of Understanding and Leadership: Bilingual and Bicultural Education.

Pub Date 30 Dec 72

Note—16p.; Presidential address delivered at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese, (54th, New York, N.Y., December 30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Education, \*Bilingual Schools, \*Bilingual Students, Bilingual Teachers, Community Attitudes, Cultural Pluralism, Educational Policy, English (Second Language), Ethnic Groups, \*Minority Groups, Multilingualism, Spanish Speaking, \*Teacher Attitudes

This paper outlines proposals focusing on what individuals may contribute in an attempt to generate positive action in meeting the special and unique educational needs of children who have limited English-speaking ability and who come from minority or ethnic backgrounds. Problems facing teachers and students from bilingual and bicultural communities are exposed in comments from local and national political leaders. (RL)

ED 073 731 FL 004 077

Masciantonio, Rudolph, Ed.

Legite Latine: Lectiones Latinae Tironibus Gradu Quinto (A Latin Reader for Children in the Fifth Grade).

Philadelphia School District, Pa.

Pub Date 69

Note—11p.; Tentative edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, \*Cartoons, Classical Languages, Elementary School Students, \*Fles, \*Grade 5, \*Latin, \*Reading Development, Vocabulary

This reader, intended for fifth-grade Latin students, contains more than a dozen cartoon figures illustrating Latin phrases. A simplified map of Imperial Rome is included. (RL)

ED 073 732 FL 004 078

Masciantonio, Rudolph And Others

Look for the Latin Word: A Gamebook on English Derivatives and Cognates to Accompany "How the Romans Lived and Spoke (Romani Viventes et Dicentes): A Humanistic Approach to Latin for Children in the Fifth Grade".

Philadelphia School District, Pa.

Pub Date 72

Note—87p.; Tentative edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childrens Games, Classical Languages, \*Educational Games, English, \*Fles, Grade 5, Instructional Materials, \*Latin, \*Vocabulary Development, \*Word Study Skills, Workbooks

This gamebook is intended to assist the elementary school Latin teacher in introducing the reading and writing of English derivatives and cognates after these have been mastered audiolingually in the Latin course "How the Romans Lived and Spoke (Romani Viventes et Dicentes): A Humanistic Approach to Latin for Children in the Fifth Grade." (For the Teacher's Guide to this course, see ED 044 066.) Fifty games relating to Units 1-9 are contained in the text. (Author/RL)

## HE

ED 073 733

HE 003 792

Valley, John R.

Increasing the Options. Recent Developments in College and University Degree Programs.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date 72

Note—55p.

Available from—Educational Testing Service, Publications Order Office, Princeton, New Jersey 08540 (\$2.50 each; \$1.00 each for 10 copies or more)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Change, \*Educational Innovation, \*Educational Opportunities, \*External Degree Programs, \*Higher Education

This volume provides an extensive compendium of information about the changes occurring in higher education that are expanding the opportunities through which individuals can learn and gain recognition for that learning. The first section of the report is concerned with programs that were operational by fall 1972 while the second section focuses on activities still in a proposal or planning stage. The third major section describes the studies and investigations that have occurred and reports that have been prepared to undergird the development of new programs. (Author/HS)

ED 073 734

HE 003 809

Altman, Robert A.

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1972-73 Survey of Graduate Enrollment, Part I.

Educational Testing Service, Princeton, N.J.

Pub Date [73]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Enrollment, \*Enrollment Trends, \*Graduate Students, Graduate Study, \*Graduate Surveys, \*Higher Education

A survey designed to elicit information concerning graduate school enrollment was issued in two parts in the early fall of 1972 and in January 1973. This document presents the results of the first part of the survey. Tables present the number of respondents with usable data to each question, the percentage that number represents of the total group or subgroup, the total number of students reported as being enrolled for fall 1971 and fall 1972, and the percentage of change in enrollment from 1971 to 1972. All data are presented by public, private and total. In addition, data are presented for institutions classified in terms of the highest degree awarded. Finally, data are summarized by size of the responding graduate school. Size categories used include 0-100 students, 101-500 students, 501-1000 students, 1,001-5,000 students, and over 5,000 students. (HS)

ED 073 735

HE 003 810

The American Freshman: National Norms for Fall 1972. Act Research Reports. Volume 7, Number 5.

American Council on Education, Washington, D.C. Office of Research.

Pub Date Dec 72

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*College Freshmen, \*College Students, \*Higher Education, \*Statistical Data, \*Student Characteristics

Presented in this document are national normative data on characteristics of students entering college as first-time, full-time freshmen early in the 1972-73 academic year. The Student Information Form was used to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities and behaviors, and current attitudes. (HS)

ED 073 736

HE 003 811

Register of Research into Higher Education 1972 Mainly in the United Kingdom.

Society for Research into Higher Education, Ltd., London (England).

Pub Date Nov 72

Note—273p.

Available from—Society for Research into Higher Education Ltd., 25 Northampton Square, London EC1V 0HL (\$14.00)

Document Not Available from EDRS.

Descriptors—\*Educational Research, \*Higher Education, \*International Education, \*Research

Identifiers—\*United Kingdom

This document presents a cumulative register of on-going higher educational research in the United Kingdom. The register entries are serially numbered, classified into related sections, and as far as possible, grouped into topics within the sections. Each section contains an appendix of recently completed work. Research worker and institution indexes are included. (HS)

ED 073 737

HE 003 812

Haehn, James O.

The Social Scientist in the California State Colleges: His Background, Orientations and Ideology.

Pub Date 28 Oct 71

Note—18p.; Paper presented at the Annual Convention of the Community College Social Science Association (1st, San Francisco, October 28, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Faculty, \*Faculty, \*Higher Education, \*Professors, \*Social Sciences, Teacher Attitudes, Teacher Characteristics, Teacher Militancy

This document presents the results of a study designed to elicit characteristics of professors in the field of the social sciences in the California State Colleges. The findings of the study support previous findings related to other social scientists in other parts of the country. Highlights of the findings include: (1) Social scientists tend to be more liberal and radical in their political views than other faculty. (2) Along with professors in the humanities, social scientists are more tolerant and permissive regarding questions of student rights, campus rules, campus speakers, premarital sex, and other issues. (3) Social scientists are more research oriented than other faculty, including faculty in the natural sciences. (4) Social scientists are more likely than other faculty to see the provision of a broad general education as the main purpose of higher education, in contrast to other faculty who tend to endorse either the vocational aspects of education or the view of higher education as a path to self-knowledge. (Author/HS)

ED 073 738

HE 003 813

Haehn, James O.

Professors, Militancy, and Professionalism.

Pub Date Apr 72

Note—11p.; Paper presented at the Meeting of the Pacific Sociological Association (Portland, April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, \*College Faculty, \*Faculty, \*Higher Education, \*Professors, \*Teacher Militancy, Teacher Welfare

This document presents the results of a survey of full-time faculty members at 4 California State Colleges. The survey was designed to discover the level of militancy within the faculty and to single out some other characteristics common to more militant professors. Highlights of the findings include: (1) Militant faculty are more likely to be in the disciplines associated with the Humanities and Social Sciences than in any of the other fields. (2) Militant professors are more likely to

be those who view themselves as politically liberal or radical. (3) Although militant faculty members do not differ significantly from other professors in their educational perspectives, they do have a tendency to be more research than teaching oriented. (4) The militant instructors tend to function socially within more narrow circles than do nonmilitant professors, and this appears both in their contacts with faculty and students. (5) Militant faculty are less satisfied with their careers, with their institutions, and with the general character of college teaching. (6) The highly militant professors tend to be persons who have been in college teaching long enough to reach intermediate rank, and are not as likely to be among the older or younger groups of professors. (Author/HS)

ED 073 739 HE 003 814

**Paracollege.**

Saint Olaf Coll., Northfield, Minn.

Pub Date [71]

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Innovation, \*Experimental Colleges, \*Experimental Programs, \*Higher Education, \*Innovation, Instructional Innovation

The Paracollege of St. Olaf College is a satellite institution in which educational experimentation takes place. The paracollege has a student body of 240 and the faculty numbers 21. In addition to the other aims of St. Olaf as a whole, the Paracollege has as its objectives (1) to be an experimenting unit of St. Olaf College, always searching for and testing new or different means to achieve the goals of a liberal arts education; (2) to emphasize interdisciplinary and integrative studies; and (3) to impel students to assume more responsibility for their own education and that of their fellow students, both during their college years and later. This document presents a handbook of the college in which curricular and other information of importance is found. (HS)

ED 073 740 HE 003 815

**Today and Tomorrow: Annual Report of the**

**Commission on the Status of Women.**

Wayne State Univ., Detroit, Mich.

Pub Date Aug 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equal Opportunities (Jobs), Females, \*Feminism, \*Higher Education, \*Sex Discrimination, \*Women Professors, \*Womens Education, Women Teachers

A study of the status of women at Wayne State University is revealed in this report, and the highlights suggest that the inequities on the campus are many. Some of the highlights of the study include: (1) although 41% of the total enrollment are women, representation of women decreases from 47% in the freshman year to 40% in the senior year, to 21% in graduate and professional schools; (2) women cluster in nursing, education and social work and are practically absent in business, engineering, medicine and law; (3) women complain about and experience discrimination in class, admission, financial aids, counseling, placement and physical education; (4) women faculty earn \$2,000 less than their male counterparts; (5) women faculty take about twice as long as men to obtain tenure; (6) women faculty stay in rank twice as long as men; (7) regulations require that secretarial, clerical and staff members take a maternity leave after 6 months of pregnancy; and (8) women, upon retirement, receive periodic annuity payments of a lesser amount than their male counterparts. (Author/HS)

ED 073 741 HE 003 816

Counellis, James Steve

**Theory and Suggested Framework for Self-Evaluative Performance Appraisal in the University.**

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 2 Jan 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Research, \*Evaluation Methods, Evaluation Techniques, \*Formative Evaluation, \*Higher Education, \*Institutional Research

This document presents a model and description of a systematic institutional performance appraisal instrument. Particular emphasis of the in-

strument is focused on the strengths and weaknesses of the structure that supports the university's operation toward goal achievement. The instrument is intended to be elementary because it is believed that no sophisticated performance evaluation system installed without systematic internal self-evaluative experience would work. (HS)

ED 073 742 HE 003 821

**Comparative Staffing and Operations Study for Physical Plant Functions of Universities and Colleges.**

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date 73

Note—137p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Campus Planning, \*Educational Administration, \*Educational Facilities, \*Higher Education, \*Physical Facilities

This report compiles data concerning the staffing and operations of the physical plant departments of U.S. colleges and universities for fiscal year 1971-72. The data are arranged by: (1) region, (2) full-time enrollment, (3) top level of academic program, (4) average number of people employed by function, and (5) unionized functions by region. (HS)

ED 073 743 HE 003 822

Jennings, Jerry T.

**Living Arrangements of College Students: October**

**1971.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—Ser-P-20-245

Pub Date Jan 73

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Housing, \*College Students, \*Dormitories, \*Higher Education, Housing, \*Housing Patterns

This document presents the results of a survey designed to determine the living arrangements of college students in 1971. The 1971 data are compared with data elicited by a similar survey in 1966, and some comparisons are made with 1958 data. Highlights of the survey findings include: (1) College students were fairly evenly divided in their living arrangements with about one-third living in their own households, one-third living with their parents, and one-third living in college facilities. (2) The women enrolled in college were more likely (29%) to be living in college housing than the men (20%). (3) 94% of all college students who were married and were living with their spouse lived in their own households. (4) Only 56% of the students enrolled in college in October 1971 were living with their parents during the preceding summer. (5) There was some net movement back to the county of residence of parents following college graduation. (Author/HS)

ED 073 744 HE 003 823

**Allied Health Education Programs in Senior Colleges/1971.**

National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Report No.—DHEW-NIH-73-241

Pub Date [71]

Note—500p.; Compiled by Association of Schools of Allied Health Professions

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—\*Health Occupations Education, \*Health Personnel, \*Higher Education, \*Medical Education, \*Paramedical Occupations, Statistical Data

This directory of allied health programs in senior colleges and universities in the U.S. has been compiled as a first effort in developing a regular, comprehensive reporting system of education activities in the allied health field. The directory is designed to fulfill four major purposes: (1) to assist policy makers in planning for health care; (2) to aid analysts in projecting trained professional manpower supply in the allied health field; (3) to help administrators plan educational programs to meet professional and

other occupational manpower requirements; and (4) to provide reference information to educators and counselors about programs available in the allied health field. The data are presented by institutional location and by program title. (Author/HS)

## JC

ED 073 745 JC 730 052

Mullin, Virginia I. Gottschalk, Kurt P.

**Obtaining Community Input in the Planning of Community Services: A Model.**

Piedmont Virginia Community Coll., Charlottesville, Va.; Virginia Univ., Charlottesville.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Univ. Programs.

Pub Date [72]

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, \*Community Education, \*Community Involvement, Community Leaders, \*Community Schools, \*Community Services, Guides, Information Seeking, \*Models, Program Planning, Research

A model for community services that stresses the necessity and value of community involvement in the planning of community service activities is presented. The role of the community service sector of the educational institution is to establish a center which will provide leadership in uniting and coordinating community efforts to meet individual and community needs. Community input into the identification of community needs and resources must be sought after by maintaining constant communication with community leaders, members of organizations which comprise the local bureaucratic understructure, key informants, and the general population. Community members must be led into playing an active role in the planning of community services. Once needs and resources are identified, community members must become the mobilizers of the resources, the initiators of action, and ultimately, the determinant of the success or failure of community service programs. To provide a structural component which demands active community involvement, the use of advisory committees made up of community members is recommended. The effective use of these committees results in the advantageous shifting of the responsibility for community services from the educational institution to groups of individual citizens. (Author/DB)

ED 073 746 JC 730 053

**Learning Options and Student Achievement: Test**

**of a Model in a Large Urban Community College. Inner College Report Number 2.**

Miami-Dade Junior Coll., Fla. Dept. of Educational Research.

Pub Date Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Curriculum, Community Colleges, Comparative Analysis, Control Groups, Educational Research, \*English Instruction, Experimental Groups, \*Individualized Instruction, Institutional Research, Learning Modalities, Post Secondary Education, \*Social Sciences, Student Attitudes, \*Teaching Techniques, Technical Reports

Identifiers—\*Florida

Sixty-six students were enrolled in a combined Social Science-English experimental section which permitted them their choice of learning method. Options available were lecture, small group, programmed instruction, directed study and community involvement, and students were encouraged to try a variety of approaches. Six questions relating to achievement and retention rate were explored using both univariate and multivariate methods. Results indicated no significant differences between the experimental group and the control section. It was further pointed out retention rate was higher for the control section. Recommendations included consideration of the need to prepare students and teachers for this technique. Final considerations center around the need for further research. (Author)

ED 073 747 JC 730 054

**Development of a College Conducted Faculty Service Program, 1969-1972. Final Report.**

Burlington County Coll., Pemberton, N.J.



Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
 Pub Date Dec 72  
 Grant—OEG-70-2037; OEG-70-2037-1  
 Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, \*College Faculty, \*Community Colleges, Educational Objectives, \*Inservice Teacher Education, Instructional Innovation, Instructional Materials, Post Secondary Education, \*Professional Training, Program Descriptions, \*Program Development, Program Evaluation

Identifiers—\*Burlington County College, Ocean County College

The development of a pre-service training program over a three-year period for faculty at Burlington County College, New Jersey is discussed. Burlington County College, which began operation in the Fall of 1969, emphasizes various modes of instruction, with the long-range goal of facilitating individualized instruction. Summaries of six revisions made to the pre-service program are presented. The objectives, procedures, and evaluations of the 1969, 70, and 71 programs are provided, and a field test made at Ocean County College is described. Following the field test, final revision was made of the pre-service program. The program not only influenced basic attitudes, but provided new faculty with knowledge and skills needed. The major contributions of the project were as follows: (1) a collection of validated learning objectives for a faculty pre-service program, sequenced in a rational fashion, and keyed to materials available to any institution; (2) some very useful instruments—a validated pre-service attitude questionnaire; a validated quiz on those aspects essential to understanding the students in the community college; an annotated bibliography on pre-service and in-service training of community college faculty; and a checklist of items to send to new faculty members prior to their arrival on campus; and (3) a chronological record of the program development. Appendixes provide 1969, 1970, 1971 Pre-Service Program Outlines; Final Version of Burlington County College Pre-Service Program; Checklist of Materials Sent to New Faculty Prior to Arriving on Campus; Evaluation Summaries for 1969, 1970, 1971 Pre-Service Programs; Evaluation Summary of Field Test; and Annotated Bibliography. (DB)

ED 073 748 JC 730 055

Burne, Kevin

Evaluation of an Innovative Approach to English Composition Instruction: Phases Two and Three.

Long Beach City Coll., Calif.

Pub Date Jan 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Students, Community Colleges, Comparative Analysis, \*Composition Skills (Literary), Data Analysis, Educational Research, \*English Instruction, Essays, \*Experimental Programs, \*Instructional Innovation, Post Secondary Education, \*Program Evaluation, Teaching Techniques, Technical Reports

Identifiers—California, \*Long Beach City College

Phases two and three of an evaluation of an innovative approach to English Composition instruction at Long Beach City College are reported. In the innovative approach, each class was divided into two groups of 15 students each, which met twice each week to discuss topics for writing, to read and revise first drafts of papers, and to discuss basic writing problems as they arose. In addition, the students were to spend one hour each week working on writing problems with teachers and teacher aides. In Phase Two, a comparison was made of 136 final essays of 150 students (67 TBA, i.e., experimental, and 69 traditional). All of the essays were written under controlled conditions. The results were tabulated on an essay score sheet which allowed tabulation of 7 rhetorical variables and 14 non-standard features; in addition a tabulation was made of total errors, error-word ratios, and error-sentence ratios. Analysis of the data is provided. The results of the analysis show that the non-TBA students were more successful in eliminating errors than were the TBA students. In Phase Three, performance in transfer-level English Composition (English 1A) was studied. Criterion variables used were: the tendency to enroll in transfer English Composition; the tendency to complete or

persist in English 1A; the ratio of achievement grades earned; and the ratio of penalty grades earned. Results of the study showed that the traditional population demonstrated a greater tendency to enroll in the transfer composition course, the difference being at the .05 level of significance. It is concluded that both types of courses equally prepare students for transfer Freshman English. The Essay Score Sheet and tables are provided. (DB)

ED 073 749 JC 730 056

Current Practices of Placing Students in English Composition Courses in the California Community Colleges: Some Answers to Questions Asked in an "English Placement Questionnaire".

Long Beach City Coll., Calif.

Pub Date Feb 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, \*Community Colleges, Composition Skills (Literary), \*Educational Practice, \*English Curriculum, Post Secondary Education, Questionnaires, School Surveys, \*Screening Tests, Standardized Tests, Statistical Data, \*Student Placement, Student Testing, Tables (Data)

Identifiers—\*California

To obtain information concerning current practices in placing community college students in English Composition courses, a two-page questionnaire was mailed to each of California's 93 community colleges; replies were received from 62. Summaries of the replies are provided in seven tables. Observations resulting from the survey data include the following: (1) 87% of the colleges indicated they "screen," select, or use some procedure which attempts to place students at an appropriate level of English Composition; (2) 13% allowed students to enroll in a course of their choosing or indicated that English 1A did not have prerequisites; (3) colleges with less than 10 contract instructors in the English Department were more likely to allow students to choose their course; (4) 89% of the colleges that screen their students incorporate an objective examination, such as the American College Testing Program English Test and the Cooperative English Tests, English Expression, in their placement procedure. For grade 13 or entering Freshman students, the median minimum score reported for placement in transfer level English Composition is the 60th percentile; (5) only 52% reported at least some degree of satisfaction with the test(s) they were using; (6) 7% of those colleges that place students into defined levels use a sample of the students' writing ability only; 43% use both essay and objective test; (7) 81% ask entering students for entrance or placement test data for admission to the college; (8) 65% administered a standardized reading test; and (9) 30% require students who score below average on reading tests to enroll in a reading class. (DB)

ED 073 750 JC 730 057

Humbolt, Clinton J.

An Inquiry into the Piagetian Tradition in America as a Basis for a Philosophy of Education at the Community College Level: A Quasi-Experimental Approach.

Pub Date Nov 72

Note—140p.; Doctoral Dissertation, Walden University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Cognitive Development, College Students, \*Community Colleges, Doctoral Theses, \*Educational Philosophy, Educational Research, \*Learning Theories, Literature Reviews, Post Secondary Education, \*Rural Schools, Thought Processes

Identifiers—\*Piaget (Jean)

The purpose of this study was to investigate the utility of a structural-developmental approach as a basis for a philosophy of education for the public community college of the Midwestern United States. The structural-developmental approach was explored within the broader cognitive studies of the Piagetian tradition in America. The method of research employed was a combination of analysis of relevant literature and empirical investigation at a community college. A research instrument was used to assess the cognitive stage of development of critical groups of students. The drop, course withdrawal, grade point average, and cognitive stage data of lower ability vocational-technical, lower ability transfer, and upper ability students were compared and analyzed,

with a .05 level of significance as the criterion for differences. The following conclusions were drawn from the findings and the results of the analyzed information: (1) there is a need for a broadly based psychology of education in the community college movement; (2) vocational/technical programs provided no unique solution to the breadth of the educational task; (3) diversity in student capability demanded a more universal basis for a philosophy of education; (4) the myth that the Piagetian tradition was age-bound at a level below community college functions was destroyed; (5) Piagetian tradition provided a universal kind of basis for a philosophy of education; (6) natural diversity of the college was conducive to a broadly based psychology of the individual student; (7) cognitive stages were found to be relevant to the educational process of the college; and (8) a cognitive-developmental approach in grades 13 and 14 would provide continuity. (Author/DB)

ED 073 751 JC 730 058

Moughamian, Henry

A Profile of City Colleges of Chicago 1972 Graduates.

Chicago City Colleges, Ill. Central Offices.

Pub Date Jan 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, \*College Graduates, \*Community Colleges, Followup Studies, \*Graduate Surveys, Institutional Research, Post Secondary Education, \*Profile Evaluation, Questionnaires, Statistical Data, \*Student Characteristics

Identifiers—\*City Colleges of Chicago

Graduates of 1972 from the seven City Colleges of Chicago were studied to: (1) determine the pursuits of the graduates; (2) study the relationship between their educational field and their continued education or field or work; and (3) identify possible trends by comparing the characteristics and pursuits of the graduates with those of previous graduates. A random sample of 763 graduates was sent a questionnaire, and approximately 48.7% responded. Of the 372 who responded, 200 had transferred to senior colleges. The questionnaire data are tabulated. These data show a high correlation between the educational programs chosen by the graduates in the city college and in senior institutions. Of the graduates who were working, 49% were employed in a job that was related to their city college program, and 68% felt that the city college courses had given them specific skills that were job related; 68.9% indicated that they had either taken additional courses or that they planned to do so. In comparing the 1965 graduate with the 1972 graduate of the City Colleges of Chicago, it was found that the 1972 class graduated in a shorter period of time. The breakdown as to baccalaureate-oriented program and occupational program showed that there was a high degree of comparability between 1965 and 1972 graduates. There was an increase in the number of graduates entering public senior institutions in 1972. Full-time students in senior colleges increased from 75% in 1965 to 85% in 1972; 61% of the 1972 full-time students were gainfully employed compared with 50% of the 1965 graduates. (DB)

ED 073 752 JC 730 059

Berg, Ernest H. Fleming, Dale A.

Environmental Impact Report, November 15, 1972. Indian Valley Colleges Project.

Marin Community Coll. District, Kentfield, Calif.

Pub Date 20 Nov 72

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Campus Planning, College Buildings, Community Colleges, \*Ecological Factors, \*Educational Facilities, \*Environmental Influences, Master Plans, Post Secondary Education, \*Site Development, Technical Reports

Identifiers—California, \*Indian Valley Colleges Project

A study of the environmental impact of the construction of a second community college on a site adjacent to the City of Novato in Marin County, California, is presented. The five sections of the report are as follows: I. Project Description and Purpose: A. The Proposal; B. Purpose of the Project; C. Need for the Project; D. History of the Project; E. General Description of the Area; F. The Development of the Site; G. The Con-

struction of Buildings; H. Summary; II. Environmental Impact and Mitigation Measures: A. Impact on Surface; B. Impact on Vegetation and Wildlife; C. Impact on Drainage; D. Impact on Traffic and Mitigation Measures; E. Impact on Air Quality; and F. Impact on Housing and Mitigation Measures; III. Alternatives; IV. Relationship between Local Short-Term Environmental Uses and Maintenance and Enhancement of Long-Term Productivity; and V. Irreversible Environmental Effects. Thirty exhibits and six references are provided. (DB)

ED 073 753 JC 730 060

*Eagle, Norman*  
Dropout Prediction at an Urban Community College Following Open Admissions.  
Pub Date 73

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Admission, \*Community Colleges, Comparative Analysis, \*Dropout Characteristics, Dropout Prevention, Dropout Rate, Dropout Research, \*Educational Background, \*Open Enrollment, Post Secondary Education, Student Ability, Student Characteristics, Technical Reports

With the implementation of an open admissions policy in 1970-71, Bronx Community College undertook a study of students entering in the fall of 1970 to determine changes in levels of academic preparation, trends in attrition and retention for students differentially prepared for college work, identification of entry variables associated with dropping out or continuing successfully, and the rate and pattern of progress for different groups of students. At the beginning of the spring semester of 1970-71, freshmen who did not return were compared with those who returned on a number of variables, including high school average, high school curriculum, reading score, type of high school attended, and admissions classification (would have been rejected in 1969 for inadequate high school average, would have been rejected for subject-matter insufficiencies, or would have met 1969 requirements). The most important finding is the apparent absence of clear or strong relationships between the entry variables and the tendency to drop out after one semester. This is indicated despite the relationships linking high school mathematics (amount and proficiency) and the type of high school to the dropout rate. The open-admissions student does not show a significantly higher dropout rate than the "fully qualified" student. A replication of this study covering an entire academic year is recommended, as well as studies of the influence of non-scholastic factors on the tendency to drop out. (KM)

ED 073 754 JC 730 061

*Darnes, G. Robert, Ed.*  
Proceedings: Annual Illinois Junior College Conference (Seventh, Chicago, Illinois, May 11-13, 1972).

Illinois Junior Coll. Board, Springfield.

Pub Date May 72

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Biology Instruction, College Administration, College Mathematics, College Planning, \*Community Colleges, \*Conference Reports, Cooperative Programs, Counseling Effectiveness, Curriculum Development, \*Educational Planning, Independent Study, \*Junior Colleges, Junior College Students, Physical Education, Post Secondary Education, State Federal Support

Identifiers—\*Illinois  
The proceedings of the 1972 Illinois Junior College Conference are presented. Sessions on the following topics are summarized: (1) Illinois Junior College Faculty Association Welfare Committee; (2) two meetings of the Junior College Directors of Learning Resource Centers—on establishing criteria for evaluating program priorities and on statewide organization; (3) student personnel-counseling or chaos?; (4) the practical how-to-do-it of State politics; (5) new dimensions in adult-continuing education and community services; (6) audio-tutorial mastery learning in biology; (7) learning module approach to mathematics; (8) computer-based education in the community college: the PLATO project; (9)

cooperative programming in curriculum development; (10) capitol development program; (11) the veteran's transition from service to college; (12) comprehensive educational and physical plant master planning; (13) cooperative instructional programs (collegiate common market place); (14) Thomas Jefferson and junior colleges; (15) Federal grantsmanship; and (16) physical education in higher education. Registrants are listed by college. (KM)

ED 073 755 JC 730 062

*Mills, Peter K.*

A Study of the Community College Board of Trustees and the Process of Institutional Change.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—American Association of Junior Colleges, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date [71]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Administrator Characteristics, Community Colleges, \*Educational Change, Enrollment Rate, \*Governance, Governing Boards, Junior Colleges, Post Secondary Education, Questionnaires, \*Surveys, Technical Reports, \*Trustees

A study was conducted to: (1) ascertain the characteristics, attitudes and activities of public community college trustees; (2) describe the process by which institutional change occurs at these colleges; and (3) examine the interaction or involvement of trustees with the process of change. A two-phase questionnaire was designed; phase I was used to collect data from 239 presidents of two-year institutions, and phase II was used to collect data from 296 trustees. Findings included the following: (1) explosive or rapid growth in enrollment over the last three years was reported by nearly 40 percent of the presidents; (2) community college boards are smaller than those governing most four-year colleges and universities; (3) nearly 60 percent of community college trustees are elected, most by direct popular vote; (4) trustee meetings at which action is taken are open to the public at 93.3 percent of the institutions; (5) in community colleges, the "unified control" model of board-administration relationships predominates; (6) about 40 percent have a system of institutional governance involving faculty, student, administrative and staff groups; (7) trustees appear to understand and support the concepts of universal higher education and open admissions; and (8) trustees believe that public two-year colleges should be governed as part of the higher education system rather than as part of the public school system. Copies of the questionnaire are appended. (KM)

ED 073 756 JC 730 063

*Hurley, John, Ed.*

Instructional Associate: A Suggested Associate Degree Curriculum.

California Community Colleges, Sacramento. Office of the Chancellor; Grossmont Coll., El Cajon, Calif.

Pub Date [71]

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Associate Degrees, Community Colleges, Core Courses, \*Course Descriptions, \*Curriculum Guides, Curriculum Planning, Elementary School Students, Instructional Materials, Post Secondary Education, Program Planning, \*Teacher Aides

A curriculum guide for a program to train auxiliary instructional personnel for elementary schools is presented. This core curriculum is intended for any community college trying to establish an educational program for aides or update its present one. Chapters deal with: (1) the program-goals, definition of terms; (2) background (of the use of teacher aides); (3) developing a community college program—things aides do, what aides will do; (4) pre-planning—administration, coordinator responsibilities, advisory committee, instructors, student recruitment, evaluation, articulation, career lattice; (5) the core curriculum—background, format, suggested curriculum outline, brief description of courses for each of four semesters, course content and relationships, supervised work experience; and (6) course outlines (content and teaching guides)

for core courses—introduction to education, introduction to instructional associate, the learning process for the elementary school child, instructional media for instructional associate, supervised work experience for instructional associate, language arts for instructional associate, creative arts for instructional associate, mathematics for instructional associate. Appendices contain further program suggestions, useful forms, and information about California's instructional aide program. References are provided at the end of each chapter and for each of the core courses. (KM)

ED 073 757 JC 730 064

The Two-Year College Trustee: National Issues and Perspectives.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Dec 72

Note—40p.; A special report.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (Single copies to trustees and executive officers, free; others, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Administration, Community Colleges, Community Control, \*Governance, Junior Colleges, Post Secondary Education, Private Colleges, \*Publications, Speeches, Statewide Planning, Surveys, \*Trustees

This booklet, intended for junior and community college trustees, contains three addresses given this year at a special conference for two-year college trustees, a paper based on a national survey of community college trustees, reaction to that paper, and a selected bibliography of articles, studies, and dissertations by lay governance of the two-year college sector. The addresses are: (1) "Who Decides?" by Edmund J. Gleazer, Jr., which stresses that the locus of decision making and power—historically found in the board of trustees and the president—may shift to administrative levels far removed from college and community; (2) "Statewide Planning and Local Autonomy" by James L. Wattenbarger, which reaffirms the trend toward State level coordination and control and proposes guidelines for differentiating State from local responsibilities; and (3) "The Private College in the 70's" by Wesley M. Westerberg, which focuses on important issues that confront the private two-year colleges and on specific contributions toward meeting the issues. (Author/KM)

ED 073 758 JC 730 065

*Bender, Louis W. And Others*

First-Level Management: Legal Implications and Responsibilities for Selection and Retention of Faculty.

Florida State Univ., Tallahassee. Dept. of Higher Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Feb 73

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Guides, Administrator Role, Community Colleges, Contracts, Department Directors (School), \*Faculty Evaluation, Inservice Education, \*Legal Responsibility, Post Secondary Education, \*Teacher Dismissal, Teacher Employment, \*Teacher Selection

This collection of articles on the legal aspects of the selection and retention of faculty is intended for department or division chairmen, described as first-level management, in community colleges. The four articles are: (1) "The Changing Role of Division/Department Chairmen: Pivotal for the Community College" by Louis W. Bender; (2) "A Legal Framework for Faculty Selection, Evaluation, and Retention" by Harold H. Kastner; (3) "Legal Considerations in the Selection and Termination Stages of Employment: Challenge for Department/Division Chairmen" by Charles E. Miner, Jr.; and (4) "An In-Service Training Program for Division/Department Chairmen" by Robert L. Breuder. Notes on the authors are included. (KM)

ED 073 759 JC 730 066

*Lauffer, Joseph M.*

Job Descriptions for Directors of Student Activities at Selected Two Year Community Colleges, with Summary and Analysis.



National Council of State Directors of Community-Junior Colleges.

Pub Date Aug 72

Note—78p.

Available from—Joseph M. Laufer, Assistant to Dean for Student Affairs, Burlington County College, Pemberton, N. J. 08068 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, Administrator Qualifications, \*Administrator Responsibility, Administrator Role, Community Colleges, Post Secondary Education, \*Supervisory Activities, \*Surveys

Job descriptions for directors of student activities at 32 two-year community colleges are presented. A summary and analysis are provided. The duties that stand out as most common to the position are: (1) supervision of the activities fund; (2) advising the student government; and (3) general responsibility for advising clubs and organizations. The categories used for classification purposes are supervisory, functional, advisory, educational and committee service. Although only one-third of the job descriptions list leadership training and general counseling as specific duties, it is known that these are among the expectations of both students and administrators. Ten recommendations for job descriptions for this position are made. Appendix I contains data from additional colleges, and Appendix II contains addresses for participating colleges. (KM)

ED 073 760

JC 730 067

Symes, Ken M.

The MA Is Enough!

Pub Date Dec 71

Note—5p.; Paper presented at annual meeting of the Modern Language Association (Chicago, Illinois, December, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, \*Composition Skills (Literary), English Curriculum, English Instruction, \*Internship Programs, Junior Colleges, Post Secondary Education, Program Descriptions, Speeches, \*Student Centered Curriculum, \*Teacher Education, Teacher Interns, Writing Skills

A need exists for consideration of the variety of regional problems and characteristics in training junior college English teachers. A region's needs can be surveyed and met best by junior and four-year schools that are close enough together so that the two-year colleges can specify their needs and the four-year colleges can meet them. Before the start of Western Washington State College's M.A. program for junior college English teachers, 25 junior college English teachers from the area were invited to comment on the program. They recommended two internships—one early in the program and one at the end—to center on composition, one on transfer writing and one on developmental writing. On these teachers' recommendation that a junior college English teacher needed to learn student-centered techniques for teaching writing, the Macrorie approach to composition, "Telling Writing," was taught to the interns. The premises of this approach are that students are the best commentators on their peers' writing and that they can best learn to write if they write first about their own experience. Students worked as aides at Western before their internship. The program and the Macrorie approach were considered quite successful, especially in building self-confidence about writing. (KM)

ED 073 761

JC 730 068

Chamberlain, Kathleen

Women Students at Manhattan Community College.

Pub Date Dec 71

Note—7p.; Paper presented at annual meeting of the Modern Language Association (Chicago, Illinois, December, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Community Colleges, Disadvantaged Groups, \*Educational Opportunities, \*Feminism, Post Secondary Education, Role Perception, Self Concept, \*Sex Discrimination, Speeches, Student Attitudes, Teacher Attitudes, \*Womens Education, \*Womens Studies, Women Teachers

Women faculty members must unite with women students to gain control over their work-education—and make that education meaningful to women. Since the struggles of the two groups for liberation are not separate, the needs of women students at community colleges should be

important to faculty. It is maintained that at Manhattan Community College students' needs are not being met as far as physical environment, curriculum, vocational training, or faculty and administration attitudes are concerned. About 2/3 of the women students are black and Puerto Rican; about 1/3 are white working class. Women students as a group are less motivated than men, have lower aspirations, and are tracked into limited female service occupations. One of the results of a long period of student militance at MCC was a demand for women's studies courses. In designing the course Images of Women in Literature, it was discovered that little writing about third world women, or working class women in general, exists. Consequently, the course was designed both to give women the knowledge about themselves that will help to liberate them and to motivate them to write about themselves. The women in the course have produced poems, plays, autobiographies, films, children's stories, and research papers. The increased consciousness led to the formation in 1971 of The Women's Union to improve education and working conditions for all women-teachers, students and secretaries—at the school. (KM)

ED 073 762

JC 730 069

McPherson, Elisabeth

The Exploding and Explosive Two-Year College.

Pub Date Dec 71

Note—11p.; Paper presented at annual meeting of the Modern Language Association (Chicago, Illinois, December, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Changing Attitudes, \*College Role, Community Attitudes, Community Colleges, Disadvantaged Groups, Junior Colleges, Junior College Students, Post Secondary Education, Self Concept, Speeches, \*Student Needs, Teacher Attitudes, \*Teacher Role

Junior and community colleges must explode many traditional notions about education in order to fulfill their promises to poor and disadvantaged students. The number of junior and community colleges and the number of students attending them have increased rapidly in the past few years. But many communities think that community colleges didn't keep their promises. Most community college students are poor, and college costs are frequently high. Students frequently cannot get into the job training programs they want because of staff, space and money shortages. To work toward fulfilling community college ideals, ideas about student and teacher roles and about ways of measuring success must be changed. Teachers must help students improve their self concept and gain self confidence, processes which teachers with Ph.D.'s may damage because of a condescending attitude. Good community colleges have stopped using standards based on exclusiveness, a major shift in attitude and procedures, both in curriculum design and in course grading. The CCCC Guidelines recognize the broadened definition of junior college education and the necessity of adapting the training of two-year college English teachers to it. The Guidelines take a stand against racism in training programs but not sexism. Junior colleges are one of the best places to change racist and sexist attitudes because students come there with great faith in education. (KM)

ED 073 763

JC 730 070

Gold, Ben K.

Some Observations on the Fall, 1972 Early Registration Procedure.

Los Angeles City Coll., Calif.

Report No.—RS-73-7

Pub Date Apr 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, \*Enrollment Projections, Enrollment Rate, Post Secondary Education, \*School Registration, \*Student Enrollment, Technical Reports

A study was conducted by Los Angeles City College to determine whether the early registration of spring 1972 was primarily responsible for the inflated enrollment figures for fall 1972 classes. A tabulation by course and department was provided by the college Data Center of the number of enrollments at the close of registration, at the close of the second week, at census week, and at the end of the semester. Persistence rates for "continuing" and "new and returning"

students were compared. Persistence patterns for continuing and non-continuing students differed markedly between the first day of the semester and census week. From census week to the end of the semester, persistence rates for both groups were comparable to past years. It appears that many of the students who registered early did not actually appear for classes and their names were not removed from the rolls until census week. It is recommended that either early registration be abandoned, some means of affirming the early enrollment be employed, or departments study the drop rates and oversubscribe their courses appropriately. (KM)

ED 073 764

JC 730 071

Huff, Stuart Opacinch, Cheryl

College-Wide Participation in Policy Evaluation. Report on the Study of Attendance to the College Senate, March 20, 1972.

Catonsville Community Coll., Md.

Pub Date 20 Mar 72

Note—24p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attendance Patterns, \*College Attendance, Community Colleges, \*Educational Policy, Evaluation, Failure Factors, Grade Point Average, \*Grades (Scholastic), Post Secondary Education, Success Factors, Tables (Data), Technical Reports

A study was conducted at Catonsville Community College to investigate the relationship between grade received and attendance during the fall 1971 semester. No attempt was made to establish a cause-effect relationship. Analyses were based upon a sample of individual grades and percentage of attendance as reported by faculty. Grades analyzed totaled 9,322 (5,525 freshman and 3,797 sophomore grades), 56% of the total number of grades. Data were analyzed for these subgroups: freshmen, sophomores, new students, returning students, transfer students, full-time, part-time, numbers of credits completed, and composite profiles. "Beyond toleration" levels were established for percentage of absences beyond which the level of absence group's mean grade was below 2.0. The data clearly establish the existence of a strong relationship between attendance and grade awarded for the population as a whole and within each group. The degree of the relationship is highest for students completing 0-10 credits. Mean GPA's for each of the other groups rise as the degree of the relationship lessens. Thirty-eight percent of all F grades in the sample occurred within the absence level that could be tolerated. Grade distribution and academic action data do not support a hypothesis that the present attendance policy has had an adverse effect upon grades or withdrawals. (KM)

ED 073 765

JC 730 072

Morrison, James L. Ferrante, Reynolds

The Public Two-Year College and the Culturally Different.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Feb 73

Contract—OEC-0-70-4283(399)

Note—35p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Colleges, Compensatory Education Programs, \*Disadvantaged Groups, \*Educational Opportunities, Guidance Counseling, Post Secondary Education, Social Change, Speeches, \*Surveys, Tables (Data), Technical Reports

Social unrest and an increasing demand for trained manpower are major reasons for the development of compensatory education programs at all levels of formal education and for the recent significant increase in the number of two-year colleges. There is an increasing awareness among culturally different (disadvantaged) groups that they have not had the same opportunity to compete in the contest for upward mobility as other Americans. Public two-year colleges, if they serve these groups, provide such opportunities and prevent the threat to the social order these groups can present. A study was conducted



to explore the extent to which two-year colleges are committed to open admissions policies, comprehensive curricula, and compensatory education programs. A sample of public two-year colleges were surveyed via questionnaire. Results showed that: (1) almost all two-year colleges have personal, academic, vocational-occupational, and job placement counseling; (2) only about half have the curricular offerings and admissions policies expected of public community colleges; (3) 12 percent have special courses in ethnic studies; and (4) about half have special programs for the academically disadvantaged. It is recommended that colleges recruit in the ghettos, devote more resources to training faculty to deal with disadvantaged minority group students, and develop more courses in ethnic studies. (KM)

ED 073 766 JC 730 073

Hayes, Robert E. And Others

Community Colleges and the Air Force: A Partnership in Career Education.

Community Coll. of the Air Force, Randolph AFB, Tex.

Pub Date 26 Feb 73

Note—19p.; Papers presented at convention of the American Association of Community and Junior Colleges (Anaheim, Calif., February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, \*Community Colleges, Curriculum Development, Enlisted Men, \*Interinstitutional Cooperation, \*Military Training, Post Secondary Education, Speeches, \*Technical Education

A description of the Community College of the Air Force is presented by four of its representatives. The CCAF is modeled on the civilian two-year college. Its courses, specifically related to Air Force specialties, are syntheses of technical education from Air Force courses, related general education from civilian sources, and management education. The background and status of the college are summarized by Lt. Col. Robert E. Hayes. The organizational structure and curriculum development are discussed by Capt. William A. Wojciechowski. The college's transcript service is discussed by Maj. John B. Bradshaw. The college's curricular exchange endeavors are described by Capt. Robert D. Childs. (KM)

ED 073 767 JC 730 074

Angove, Gerald And Others

Modesto Junior College, A Study of the Financial Aid Program.

Modesto Junior Coll., Calif.

Pub Date Mar 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Expenditure Per Student, Financial Needs, \*Financial Support, Junior Colleges, Minority Groups, Post Secondary Education, \*Student Characteristics, \*Student Loan Programs, Tables (Data), Technical Reports

A study was conducted to learn more about the operation of the financial aid program and the students who participate in it at Modesto Junior College. Three sample groups were used: (1) all students who received financial aid in fall 1971; (2) all first-semester freshmen who received direct aid in fall 1971; and (3) third-semester continuing students who were originally a part of the fall 1971 first semester sample. Results showed that: (1) 26.5% are responsible for themselves and cannot expect more than \$200 per year from their parents; (2) aid recipients more often come from broken homes and/or have parents in the lower income brackets; (3) although the largest number of students receiving financial aid was Caucasian, Chicanos and blacks had the highest percentages of their students as aid recipients; (4) 51% plan to get a B.A. or higher degree; (5) 67% of the first-semester freshmen in the sample completed 12 or more units in fall 1971; (6) 58.2% received less than \$300 during the 1971-72 school year. (KM)

ED 073 768 JC 730 075

Kintzer, Frederick C., Ed.

Community Junior Colleges and Universities: Partners in Higher Education. A Report of a National Conference.

California Univ., Los Angeles. Graduate School of Education

Report No.—Occas-R-18

Pub Date Jan 73

Note—80p.; Papers presented at 1972 National Conference on Community Junior Colleges and Universities (16th, Los Angeles, California, July 6-8, 1972)

Available from—UCLA Students' Store, University of California, Los Angeles, California 90024 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, \*Conference Reports, Educational Administration, Educational Planning, Higher Education, \*Interinstitutional Cooperation, Junior Colleges, \*Post Secondary Education, \*Universities

Reports from the sixteenth summer conference of the UCLA Junior College Leadership Program series, the 1972 National Conference on "Community Junior Colleges and Universities: Partners in Higher Education," are presented. The reports concern the following topics: (1) Perspectives in Community Junior College-University Relationships; (2) Community Junior Colleges and a University Work Together: Reports from Southern California Community Junior Colleges and from UCLA; (3) Community Junior Colleges and Universities Work Together: Action Reports—"Michigan State University and Community Colleges," "The University of Texas and Community Colleges," "Community Colleges and Florida's Universities: A Helping Relationship," (4) Community Junior Colleges and Universities Plan Together: Proposals for Action—"The Development of Chicano Community College Administrators: A Proposal," "University-Community College Articulation: A Progress Report and Action Proposals from the Esso Education Foundation UCLA Project"; and (5) A Further Look to the Future: Career Education. (KM)

## LI

ED 073 769 LI 004 114

Nevada Long Range Program Under the Library Services and Construction Act (Public Law 91-600) for Fiscal Years 1973-1977.

Nevada State Library, Carson City.

Pub Date 14 Jun 72

Note—21p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs Identifiers—Library Services and Construction Act, LSCA, Nevada, \*State Plans

This program reflects the history of development of Nevada's libraries from early days to present status. Recommendations noted in biennial reports of the State Librarians, the Legislative Council Bureau, and outside consultants as well as Nevada's own library leadership have been considered in formulating this document. Needs for library service in Nevada are listed for assessment in planning for the next five years, and as a base for the more distant future. Annual review and revision of the long range program in accordance with changing needs in Nevada shall be accomplished as part of each year's annual program. (Other State Plans are: ED 069 318 through 069 326, ED 070 444 through 070 452, ED 070 475 through 070 483, ED 070 486 through 070 494, LI 004089 through 004094, LI 004112, 004113, and LI 004115 and 004116). (Author/NH)

ED 073 770 LI 004 115

State of Arizona Long-Range Program, 1972/73 - 1976/1977.

Arizona State Dept. of Library and Archives, Phoenix.

Pub Date Jun 72

Note—46p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs Identifiers—Arizona, Library Services and Construction Act, LSCA, \*State Plans

The introduction (Section I) to the Arizona Long-Range Program contains: the Planning process: past, present, future; General statements of library and archives, functions organization, etc.; and General statements of the conditions of Arizona: demography and library services. Section II contains needs, goals and objectives. Action to implement objectives is in Section III.

Evaluation methodology and technique and dissemination of information are in Section IV. Part I of Section V contains the hierarchical arrangement of needs, goals, objectives and tasks. Part 2 of Section V contains the flow chart of tasks relating to needs, goals, objectives, costs, time frame and evaluation. The exhibits make up Section VI. (Other State Plans are: ED 069 318 through 069 326, ED 070 443 through 070 452, ED 070 475 through 070 483, ED 070 486 through 070 494, LI 004089 through 004094, LI 004112 through 004114 and LI 004116). (Author/NH)

ED 073 771 LI 004 116

Long-Range Plan Developed in Compliance With Provisions of the Federal Library Services and Construction Act. Texas State Library.

Texas State Library, Austin.

Pub Date 72

Note—55p.;(18 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs Identifiers—Library Services and Construction Act, LSCA, \*State Plans, Texas

This program expresses a library philosophy that rests on the following principles: (1) That government—city, county, state, and federal—is responsible for the educational, economic, and cultural development of the society it serves; (2) That libraries are vital agents in the educational, economic, and cultural development of cities, counties, states, and nations, and, therefore, that library development is a responsibility shared by all levels of government; and (3) That since every citizen and every community should have equal opportunity to develop educationally, economically, and culturally, they should have equal access to the information materials they need to achieve that development. Most of the structures essential to make library service available to all Texans exist. Since improved service depends on building all components, much of the attention of this document is devoted to a discussion of these components, to ongoing programs to mesh services offered by them, and to proposals that will improve service. This presentation is organized to show how the plan was developed; the demographic, demographic, and political environment in which libraries function; the present development of libraries; the needs and approaches to satisfying these needs; and methods for evaluating the success of programs undertaken. (Other State Plans are: ED 069 318 through 069 326, ED 070 443 through 070 452, ED 070 475 through 070 483, ED 070 486 through 070 494, LI 004089 through 004094 and LI 004112 through 004115). (Author/NH)

ED 073 772 LI 004 117

Comprehensive Long Range Library Program 1973-77.

South Dakota State Library Commission, Pierre.

Pub Date 73

Note—68p.;(11 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs Identifiers—Library Services and Construction Act, LSCA, South Dakota, \*State Plans

The goal of statewide library service in South Dakota was adopted to provide for the informational, cultural, recreational, and professional needs of its citizens residing in the rural communities and isolated areas of the state. Recommended objectives to support the goal of the statewide library service are given. (Other State Plans are: ED 069 318 through 069 326, ED 070 443 through 070 452, ED 070 475 through 070 483, ED 070 486 through 070 494, ED 071 693 through 071 698, ED 071 715-071 716 and LI 004 114 through 004 116.) (Author/NH)

ED 073 773 LI 004 183

Annual Report of the Japan Documentation Center, East Asian Institute, Columbia University, April 1, 1971 - March 31, 1972.

Columbia Univ., New York, N.Y. East Asian Inst.

Pub Date 72

Note—13p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Information Centers, \*Information Dissemination, \*Information Sources, \*International Programs, Japanese, \*Social Sciences Identifiers—\*Japanese Studies

The Japan Documentation Center was formally established in 1970 by the East Asian Institute of Columbia University with the support of the Yoshida International Education Foundation. The Center is designed to perform a radically new and unique service in the United States: to make available in one convenient location the latest information on contemporary Japanese domestic and foreign affairs. The Center collection consists largely of current Japanese government documents, political party reports, the publications of private organizations (such as banks, business and economic organizations, and private research groups), and selected magazines and newspapers. These materials are being assembled for the use of the scholar and other persons concerned with issues related to today's Japan. In general, the Center seeks to appeal to as many research interests as possible within, of course, certain limitations of time, space and financing. Its goal is to concentrate upon the systematic collection of current materials on Japan which deal with political, economic and social developments of relevance and significance and which are not ordinarily included in regular library acquisitions. (Author)

**ED 073 774** LI 004 184  
Motivation and the Right to Read Conference, Indianapolis, Aug. 24-26, 1972.

Indiana State Dept. of Public Instruction, Indianapolis; Indiana State Library, Indianapolis.  
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 73  
Note—168p.;(0 References); Proceedings of a Conference sponsored by the Indiana State Library and the Indiana Dept. of Public Instruction (Indianapolis, Ind., August 24-26, 1972)

**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—Adults, \*Childrens Books, Conference Reports, Library Material Selection, \*Literature Appreciation, \*Motivation, Reading Development, \*Reading Interests, \*Reading Material Selection, Young Adults  
Identifiers—Indiana, \*Right to Read

The material included in this print version of the "Motivation and the Right to Read" conference has, for the most part, not been edited. Due to the problems of translating audiovisual presentations into print, these are not included here. The discussion periods are also omitted. Following the "Welcome" the presentations at this conference are entitled: (1) Indiana and the Right to Read, (2) Television's Role in Reading Motivations, (3) Motivating Adults, (4) On Working with Adults, (5) Puppetry Workshop, (6) Motivating Reading in a School Setting, (7) Techniques for Reaching Young Adults, (8) Why Children's Books at All?, (9) Survival Instructions for Inner City Librarians, (10) Current Trends in Children's Literature, (11) Reading Motivation for Adults, (12) Shall We Break the Glass Walls of Illiteracy?, (13) Young Adults' Right to Read, (14) Making Reading a Pleasure for All Children, and (15) Motivation. (Author/NH)

**ED 073 775** LI 004 185  
Colaizzi, Lois Ann Mirsky, Phyllis S.  
Manual for Librarians in Small Hospitals, 2nd Edition.

California Univ., Los Angeles. Biomedical Library.

Pub Date 72  
Note—96p.;(37 References); Revised for use in the TALON Regional Medical Library Program Available from—TALON Regional Medical Library Program, University of Texas Health Science Center at Dallas Library, 5323 Harry Hines Blvd., Dallas, Texas 75235 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Cataloging, \*Hospitals, Interlibrary Loans, Library Acquisition, Library Circulation, Library Collections, Library Reference Services, \*Library Technical Processes, Manuals, \*Medical Libraries, \*Medical Record Librarians, Special Libraries

The minimum requirement for a hospital medical library is that it provide the books, journals and other materials necessary to serve the immediate information needs of the professional staff and to support the programs undertaken by the hospital. Since it is impossible for any library to have all the materials that might be requested by the hospital staff, the library also should have the appropriate tools to be used in borrowing

materials from other libraries. The library will remain just a collection of books unless a person is assigned on at least a part time basis to assist requesters and to provide library services such as reference, interlibrary loan, etc. This manual is written to aid the inexperienced person who finds herself assigned to a hospital library with the responsibility of ordering the library materials, organizing the collection, borrowing from other libraries or seeking out information. It is a varied, challenging and rewarding responsibility, for the hospital medical librarian can provide a very dynamic and useful information service to her institution's community of health professionals. (This is a revision of ED 059 733.) (Author)

**ED 073 776** LI 004 186  
Parker, Edwin B.

Information and Society: A Report to the National Commission on Libraries and Information Science.

National Commission on Libraries and Information Science, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73  
Contract—OEC-0-72-6690  
Note—64p.;(30 References)

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Economic Factors, \*Information Needs, \*Information Systems, \*Information Utilization, \*Prediction, Sociocultural Patterns  
Identifiers—\*Information Technology

The influence of social trends, economic trends and developments in information technology on the information needs of the people of the United States is examined in this essay. The focus is on the period from 1975 to 1980, a time close enough to the present that some projections and predictions may be based on more than guesswork, yet far enough away that there is still time to plan and implement plans. After a brief introductory section, this essay deals in turn with economic trends, technology trends, and social trends, as each is likely to influence information needs. Some suggestions for meeting the needs indicated by these trends are interspersed throughout. The concluding section highlights the major questions concerning national information policy that are raised by the trends discussed. (Author/NH)

**ED 073 777** LI 004 187  
Heilprin, Lawrence B.  
Impact of the Cybernetic Law of Requisite Variety on a Theory of Information Science.

Maryland Univ., College Park. Computer Science Center.

Report No.—TR-236  
Pub Date Mar 73

Note—52p.;(20 References)  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cybernetics, \*Information Dissemination, \*Information Science, Information Systems, \*Information Theory, Models, \*Theories  
Identifiers—\*Scientific and Technical Information

Search for an integrated, comprehensive theory of information science (IS) has so far been unsuccessful. Appearance of a theory has been retarded by one central constraint, the large number of disciplines concerned with human communication. Crossdisciplinary interdependence occurs in two ways: theoretical relation of IS phenomena to a given science, and practical relation of the science to IS dissemination of its contributions. We are concerned here with the first. The main difficulty in making IS models is the above mentioned interaction of many sciences of communication. Prominent among these are physics, biology, psychology, library science, computer science, several social sciences, applied logic and mathematics, and not least, cybernetics. That cybernetics should apply to IS is not a new idea. But more precision has emerged recently. Cybernetics is now seen to underlie nearly all IS phenomena through two central concepts: variety, and the law of requisite variety. The last provides a quantitative approach to system regulation and control. IS concerns regulatory activity in typically large, goal-seeking systems. That is, propagation of meaningful human messages between sender and recipient on an "IS path" is a goal-seeking process. (Author)

**ED 073 778** LI 004 188

Tolliver, Don L. Drake, Miriam  
A Survey of the Indiana Library TWX Network System as Implemented by the Indiana State Library and the Four State University Libraries.

Purdue Univ., Lafayette, Ind. Instructional Media Research Unit.

Report No.—IMRU-02-73  
Pub Date 17 Jan 73

Note—21p.;(5 References)  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Decentralized Library Systems, Evaluation, \*Library Networks, Library Surveys, Questionnaires, \*State Libraries, \*University Libraries, \*Use Studies  
Identifiers—Indiana, \*Teletype Writer Exchange, TWX

The major objective of this survey is to describe and evaluate current policies, activities, staffing and use of the (Teletype Writer Exchange) TWX System by the Indiana State Library and the four university libraries. Data were collected by the interview method from a total of eighteen employees; each of whom were actively involved in one of the ILL/TWX offices of the five institutions visited. The TWX network is operating reasonably well for the four state university libraries. There was no indication that a major ILL/TWX crisis existed between or among the respective institutions. However, this is not to say that everyone has a clear picture of the current objectives, eventual direction, and outcome of the TWX network and its operation at the university level. In any case, past action among the four state university libraries indicates that as ILL/TWX problems arose, steps were taken to arrive at a satisfactory solution. The ILL/TWX offices of these four institutions do not depend heavily upon the State Library for either leadership or service. Rather, they look to one another, as well as, other major lending libraries outside the State of Indiana for materials which are largely theoretical, scholarly, or esoteric in nature. (Author/NH)

**ED 073 779** LI 004 189  
Report on a Cost Study of Specific Technical Processing Activities of the California State University and Colleges Libraries.  
California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date Feb 73  
Note—123p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—\*College Libraries, \*Cost Effectiveness, \*Library Technical Processes, \*University Libraries

The California State University and Colleges (CSUC) system consists of 19 institutions located throughout the state. As a prerequisite for library automation an analysis and cost study of technical processing functions was undertaken in all 19 libraries of the system. The purpose of the study was to provide CSUC librarians with accurate cost figures for their own operations as well as a means of comparing costs based on a standardized methodology. The study was to facilitate comparisons among similar functions in several libraries as well as between current manual operations and projected operations in a computerized mode. Four summary sheets are provided for the 19 libraries, namely, a general summary, a unit cost summary, a production unit summary, and a bibliographic search summary. In addition, an activity detail analysis is provided for the participating libraries. This report represents raw unevaluated data and does not reflect total costs of the technical processing operations in the participating libraries. (Author/SJ)

**ED 073 780** LI 004 190  
Francis, Frank

Bibliographical Information in Manuscript Collections.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Library Service.

Pub Date 72  
Note—38p.;(15 References); First Annual

Richard H. Shoemaker Lecture, 1971

Available from—Rutgers University, Graduate School of Library Service, 189 College Ave., New Brunswick, N.J. 08903 (\$1.00)

Document Not Available from EDRS.  
Descriptors—\*Bibliographic Citations, History, Indexes (Locators), Printing, \*Publishing Industry, Reference Materials



## Identifiers—\*Manuscripts

The recording of the manuscript sources for the history of printing, publishing and bookselling is recognized as being important to anyone interested in bibliographical studies. The author recommends that printers', publishers' and booksellers' letter books, ledgers, and other documents relating to the book trade, be culled and referred to in bibliographical work. The need for such an index is strengthened by the fact that references that do exist are scattered, selective and partial in some instances, and are frequently imperfectly documented. The author discusses such existing references and notes that there is a wealth of material not yet properly indexed. (Author/SJ)

ED 073 781

LI 004 191

*Stearns, Norma S. And Others*  
**Clinically Relevant Literature Study. Final Report.**  
Postgraduate Medical Inst., Boston, Mass.  
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Note—218p.;(0 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Medicine, Physicians, Professional Continuing Education, \*Reading Material Selection, Relevance (Information Retrieval), \*Scholarly Journals

As reading plays a major role in the continuing education of a physician, relevancy to practice of the material selected by editors and ultimately read will theoretically result in an improvement of the continuing education process. If the selection criteria could be consistent for the writer, the editor, and the reader, then the message has a better chance of attaining its objectives. It has been the aim of this contract to establish and test criteria which can enable the journals to more easily fill their role as the vehicles for conveying the message, and thereby to improve both the continuing education process potential and the resultant quality of patient care. This study addressed itself to the development and evaluation of criteria for use in assessing the clinical relevance of journal articles to the information needs of practitioners in several clinical categories. (Author/SJ)

ED 073 782

LI 004 192

*Buckland, Lawrence F. Madden, Mary*  
**Investigation of the Searching Efficiency and Cost of Creating a Remote Access Catalog for the New York State Library. Final Report.**  
Inforonics, Inc., Maynard, Mass.

Spons Agency—New York State Library, Albany.  
Pub Date 22 Dec 72

Note—77p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catalogs, Cost Effectiveness, \*Library Automation, On Line Systems, Relevance (Information Retrieval), Search Strategies, \*State Libraries

Identifiers—\*New York State Library

From experimental work performed, and reported upon in this document, it is concluded that converting the New York State Library (NYSL) shelf list sample to machine readable form, and searching this shelf list using a remote access catalog are technically sound concepts though the capital costs of data conversion and system installation will be substantial. The two primary areas of investigation covered in this report are: (1) pilot conversion to machine readable form of a portion of the NYSL shelf list; the purpose of this conversion process itself being the creation of a file of machine readable records which can be searched by a computer under the control of a telecommunication computer terminal. The purpose of the pilot conversion test is to determine costs of conversion, and any unusual technical problems; and (2) experimentation with, and use of, the initial product of the pilot conversion in catalog searching. The purpose of the search test is to determine technical feasibility of the search process where a user must formulate a query as a logical combination of alphabetic search words, a process far different than the mental eye-brain scanning of entries on catalog cards. (Author/SJ)

ED 073 783

LI 004 193

*International Library Manpower; Education and Placement in North America (ALA Preconference Institute. Detroit, Michigan; June 26-27, 1970). Papers and Speeches.*

American Library Association, Chicago, Ill. Office for Library Education.; Pratt Inst., Brooklyn, N.Y. Graduate School of Library and Information Science.; Wayne State Univ., Detroit, Mich. Dept. of Library Science.

Pub Date 70

Note—126p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, \*Foreign Nationals, \*Foreign Students, International Programs, \*Librarians, Library Associations, \*Library Schools, Manpower Utilization

The four papers in this volume of institute proceedings present: (1) a retrospective, subjective look at foreign-trained librarians employed in North American libraries and foreign students in North American library education programs, (2) statistical analyses of current policies and practices relating to the employment of foreign-trained librarians in North American libraries and the acceptance of foreign students in North American library education programs, and (3) a review of the current state of library education in selected countries of Latin America and the Caribbean, Europe, Asia, Africa, Australia and New Zealand. The papers are: (1) "The Overseas Students in Library Schools in the United States and Canada," (2) "Foreign Student Population in North American Library Schools," (3) "Should We Employ Overseas Professionals in Our Libraries," and (4) "Employment of Foreign Trained Librarians in the United States and Canada." Also included are discussions, the banquet address, and a directory of chairmen and members of country resource panels of the Committee on Equivalencies and Reciprocity, Library Education Division, American Library Association. (A related document is LI 004 194.) (Author/SJ)

ED 073 784

LI 004 194

*International Library Manpower; Education and Placement in North America (ALA Preconference Institute. Detroit, Michigan; June 26-27, 1970). Education for Librarianship: Country Fact Sheets.*

American Library Association, Chicago, Ill. Office for Library Education.; Pratt Inst., Brooklyn, N.Y. Graduate School of Library and Information Science.; Wayne State Univ., Detroit, Mich. Dept. of Library Science.

Pub Date 70

Note—136p.;(178 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, \*Foreign Countries, \*Librarians, Library Associations, \*Library Education, Library Schools, Library Standards, Manpower Development

Identifiers—\*Librarianship

Fact sheets on the general education system and education for librarianship are presented for 49 countries. The following countries are represented: Algeria, Australia, Austria, Burma, Chile, Costa Rica, Cuba, Denmark, Ecuador, Ethiopia, Germany, Ghana, Guatemala, India, Indonesia, Iran, Iraq, Israel, Italy, Jamaica, Japan, Jordan, Korea, Kuwait, Latin America, Lebanon, Libya, Mexico, Morocco, Nigeria, Pakistan, Panama, Paraguay, Peru, Philippines, Saudi Arabia, Sudan, Syria, Taiwan (Formosa), Thailand, Tunisia, Turkey, United Arab Republic, United Kingdom, Uruguay, Venezuela, Viet Nam, West Africa, Yemen. (A related document is LI 004193.) (SJ)

ED 073 785

LI 004 204

*Cataloguing Standards; The Report of the Canadian Task Group on Cataloguing Standards.*  
National Library of Canada, Ottawa (Ontario).

Pub Date 72

Note—100p.;(44 References)

Available from—Information Canada, Vanguard Bldg. 171 Slater Street, Ottawa, Ontario, K1A 0S9 (\$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, \*Cataloging, Classification, Foreign Countries, Government Publications, History, Laws, Library Science, \*Library Standards, Library Technical Processes, Literature, Subject Index Terms

Identifiers—\*Canada

Following the recommendations of the National Conference on Cataloguing Standards held at the National Library of Canada in May 1970, a Canadian Task Group on Cataloguing Standards was set up to study and identify present deficiencies in the organizing and processing of Canadian material, and the cataloguing problems of Canadian

libraries, and to make recommendations for improvement. The areas addressed are: standardization of entry and bibliographic description; classification of Canadian history, literature and law; Canadian lists of subject headings; processing of government documents; processing of serials; and, a suggested program of implementation of the recommendations made. The recommendations of this task group provide a blueprint for long-term action which call for a basic overhaul and strengthening of the established structure of Canadian bibliographic services. (Author/SJ)

ED 073 786

LI 004 233

*Bourne, Charles P. And Others*  
**Preliminary Investigation of Present and Potential Library and Information Service Needs.**  
California Univ., Berkeley. Inst. of Library Research.

Spons Agency—National Commission on Libraries and Information Science, Washington, D. C.

Pub Date Feb 73

Contract—OEC-0-72-6691

Note—115p.;(92 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Children, Handicapped, \*Information Needs, \*Information Services, \*Information Utilization, Library Planning, \*Library Services, Literature Reviews, Minority Groups, Nonprofessional Personnel, Older Adults, Professional Personnel, Special Services, \*Use Studies, Young Adults

The primary objectives of this project were: (1) to identify population groups with information needs that differ from the needs of the general population, and to define these needs and (2) to formulate tentative specifications for post-1975 library services. Background work for these major objectives involved searching and reviewing the literature concerned with user studies and specifications for future library services. Consideration was also given to those planning methodologies that would be applicable to the development of future library and information services. This study concentrated on the special needs of identifiable subgroups in the population rather than on the needs of typical users who constitute the bulk of the public library clientele. All of these subgroups were identified and studied in terms of single variables, such as age, economic level, or housing location and were found to have information needs somewhat different from the needs of the general population. No effort was made to identify any subgroups in terms of multi-variable descriptions, such as the term "disadvantaged" might imply. This type of multi-variable analysis would be a very useful follow-up study. (Author/NH)

ED 073 787

LI 004 234

*Wright, Keith C.*  
**Review in Modern Subject Analysis with Reference to Text Derivative Indexing and Abstracting Methods: The State of the Art.**

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—19p.;(135 References)

Available from—Information-Part 2, Science Associates/ International, 23 East 26th Street, New York, New York 10010 (no price quoted)  
Journal Cit—Information-Part 2, September-October 1972

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Abstracting, \*Automatic Indexing, \*Automation, Classification, Electronic Data Processing, \*Indexing, \*Information Processing, Literature Reviews, State of the Art Reviews

This paper briefly reviews the information explosion of the last thirty years and the various attempts made to organize that information in new ways. Section B offers a brief historic review of modern classification and subject heading theory. Section C reviews the literature of automatic indexing, automatic abstracting, and automatic classification. The problems of large file organization, word meanings, and the limitation of such "automatic" methods are discussed. Section D sums up the state of the art in automatic indexing by concluding that human intellectual effort is still required in indexing. The computer is viewed as a valuable assistant in that intellectual effort



and the wide variety of computer applications to indexing work is summarized. (Author)

ED 073 788 LI 004 235

Perkins, John W. And Others  
Library Technical Processes Procedures, Second Edition.

Inglewood Public Library, Calif.

Pub Date 72

Note—127p.; (2 References)

Available from—City of Inglewood, Finance Department, Number One Manchester, Inglewood, Calif. 90301 (\$4.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Books, \*Cataloging, \*Catalogs, Classification, \*Electronic Data Processing, Filing, Information Storage, Library Acquisition, \*Library Collections, \*Library Technical Processes, Manuals

Designed basically as an operating manual for the technical processing staff, this publication is also intended to be used as a reference by librarians and library administrators. The contents include: the book, book collections, the public card catalog, catalog card filing rules, objectives-goals-activities of the Technical Processes Division, organization of the Technical Processes Division, position descriptions, mechanization and merchandising, acquisitions, cataloging and classifying, mechanical processing, binding, inventory procedures, projects-plans-statistics, a glossary of library and book trade terms, and an index. This second edition reflects the many changes and revisions which have taken place since the earlier edition was published in 1968. Included are process charts for acquisitions, cataloging and classifying, and mechanical processing. Examples also include a variety of book labels. (Author)

ED 073 789 LI 004 236

Saddler, Virginia B.

Role of the Library in Education; the Library Image as Presented in Selected Teacher Training Textbooks in Use in the State of Kentucky. Union Coll., Barbourville, Ky.

Pub Date Jan 70

Note—114p.; (51 References)

Available from—Virginia B. Saddler, Head; Library Science Curriculum, Union College, Barbourville, Kentucky 40906 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Education, \*Librarians, \*Libraries, Library Facilities, \*Library Instruction, Professional Recognition, \*School Libraries, Teacher Education, Textbook Content, Use Studies  
Identifiers—Kentucky, Librarianship, \*Library Role

The purpose of this treatise is to bring to light some of the conceptions that educators have of the library and its librarian. The study was prompted by the discovery of a lack of information regarding the library in teacher training textbooks. This report is concerned with two things: how the public school educator views the library and its librarian, and what attempt is being made in the teacher training institutions to offer instruction in the use of library facilities. Data was gathered by questionnaires and by examinations of the education textbooks being used in the institutions. The study is limited in scope to the state of Kentucky and the textbooks examined are those used in the basic introductory courses in education. Only four of the textbooks examined gave in-depth coverage of the library at one location in the text worthy of a topical reference in the table of contents. A list of some of the items that should be in a chapter on the library's role in public school education is included. (Author/NH)

ED 073 790 LI 004 237

Brooks, Jean Maynard, Betty J.  
Report to the National Interest Council: March 8, 1973.

Dallas Public Library, Tex.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.  
Pub Date 8 Mar 73

Note—21p.; (0 References); Independent Study Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, Continuing Education Centers, Educational Programs, \*Evaluation, \*Independent Study, Libraries, \*Library Programs, \*Library Services, Public Libraries

Identifiers—CLEP, College Level Examination Program, \*Dallas Public Library, Library Role, National Interest Council, Southern Methodist University

The impact of the College Level Examination Project (CLEP) upon the total community has been good but not widespread enough to be classified "successful." Within the academic community there has been the overwhelming acceptance of CLEP and a continuing upgrading of credits to the benefit of the student, with a growing standardization of acceptable scores from institution to institution. The Regional Office of CEEB attributes these successes largely to the Dallas Public Library Independent Study Project (ISP). ISP has been included in newspaper articles as a worthwhile opportunity for persons in the community, including returning veterans. The Project was listed as one of the "major achievements" in a Goals for Dallas Program progress report. Students and prospective students call the Project Office daily and express appreciation for the "beautiful program." Librarians at the five Branch Libraries hear from pleased students. The analysis of data collected by a telephone questionnaire survey of participants is divided into seven areas: (1) The ISP Newsletter, (2) Branch Library Used for Books or Study, (3) Help from Librarians, (4) Time, Frequency and Use of Library, (5) Workshop Attendance and Evaluation, (6) Progress in Independent Study Program and (7) General Comments on Program. (See also: ED 068 121 through 068 124) (Author/NH)

ED 073 791 LI 004 238

Manuscripts: A MARC Format; Specifications for Magnetic Tapes Containing Catalog Records for Single Manuscripts or Manuscript Collections.

Library of Congress, Washington, D. C. MARC Development Office.

Pub Date 73

Note—51p.; (8 Reference)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3000-00063 \$8.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cataloging, Computer Programs, Library Automation, Library Technical Processes, \*Magnetic Tapes

Identifiers—Library of Congress, \*Machine Readable Cataloging, MARC

One of a series of communications formats for machine-readable cataloging records issued by the Library of Congress is described. It is an implementation of the "American National Standard for Bibliographic Information Interchange on Magnetic Tape," Z39.2-1971, which was adopted by the American National Standards Institute (ANSI). The ANSI format structure was designed to accommodate records for all kinds of materials used by different groups of users, and this format structure has been used for the MARC formats for books, serials, maps, films, and music developed at the Library of Congress. The MARC manuscript format provides specifications and content designators (tags, indicators, and subfield codes to identify data in a machine record) for manuscript collections and single manuscripts. Since the Library of Congress does not have any immediate plans to distribute records of this kind on magnetic tape, the publication of this format is intended for the use of other institutions involved in creating machine-readable records for manuscripts. Map and music manuscripts can be handled by this format in conjunction with the additional data elements or content designators in the MARC formats. The type of record code in the leader would specify the type of materials. (Author/SJ)

ED 073 792 LI 004 240

The Urban Central Library: Development Alternatives for San Francisco.

Bolles (John S.) Associates, San Francisco, Calif.;

Little (Arthur D.), Inc., San Francisco, Calif.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; San Francisco Public Library Commission, Calif.

Pub Date Dec 70

Note—218p.; (0 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Branch Libraries, \*Library Facilities, \*Library Planning, Library Services, Library Surveys, \*Public Libraries, Use Studies

Identifiers—Library Development, \*Library Role, San Francisco

The purposes of the study which this report describes were to assist the San Francisco Public Library in further documenting the need for a new main library building, to consider financial alternatives, to recommend a site, and to develop a program of facility requirements for the future. Although not an organizational study, it has considered the problem of defining the future role of central service, developed data on patterns of library use by the system-wide user, and considered the impact of extending existing services and developing new services, as well as the effect of expected changes in existing operations and new technology on main library facilities. Because information on the library user was almost nonexistent in San Francisco, a major portion of the study effort was allocated to a system-wide and main library user survey as well as a staff and children's questionnaire. No comprehensive survey of the library user had ever been done, and the present circulation system is not an efficient vehicle for data collection and analysis. The results of the survey document the extent of existing use of the library system. This data can be used as a base line for updating the library's knowledge of the user and his patterns of use during the next three decades. (Author)

ED 073 793 LI 004 241

Nelson, Carnot E.

Scientific Communication in Educational Research. Final Report.

University of South Florida, Tampa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE),

Washington, D.C. Regional Research Program.

Bureau No—BR-1-D-028

Pub Date Nov 72

Grant—OEG-4-71-0034

Note—38p.; (9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authors, Bibliographic Citations, \*Communication Problems, \*Educational Research, \*Information Dissemination, \*Information Utilization, Scholarly Journals

Identifiers—\*Scientific and Technical Information

A series of studies concerned with the dissemination and assimilation of material contained in journal articles in educational research were conducted. These studies dealt with authors of the articles and other educational researchers conducting research in the same subject matter areas as the articles. The dissemination process was found to be extremely long and slow with little information reaching the general educational research and development community until late in the process. The results of these studies and previously conducted ones dealing with the national meeting indicate that both the informal and formal dissemination systems in educational research are extremely diffuse. Thus it is extremely difficult for the educational researcher to find the information he needs. Moreover, few authors published further in the same area as their original article. A number of suggestions for improving the current dissemination system in educational research are mentioned. (Author)

ED 073 794 LI 004 242

Innovations in School Librarianship; Papers

Presented at an Institute (Tallahassee, Florida;

July 24-August 4, 1972).

Florida State Dept. of Education, Tallahassee.;

Florida State Univ., Tallahassee.

Pub Date Aug 72

Note—162p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computers, Conference Reports, Educational Finance, Educational Objectives, Management Information Systems, \*Media Specialists, \*Media Technology, Program Evaluation, Public Schools, \*School Libraries, Seminars

Identifiers—Florida, \*Planning Programming

Budgeting Systems, PPBS

The Institute, "Innovations in School Librarianship," was conducted by The Florida State University in cooperation with the Florida Department of Education. Participants in the workshop were persons employed as school district level media personnel in Florida public school systems. The purpose was to increase their competence in planning, developing and evaluating effective system-wide media programs. The need for such competence has been sharply accentuated by recent state legislative actions and subsequent policy changes by the Department of

Education which mandated an appraisal of all programs as to effectiveness, efficiency, and utilization of resources. The seminar approach was used, enabling participants to exchange views and reinforce principles. Emphasis was placed on the development of evaluative instruments, implementation of standards, procedures to assure accountability, and on the design of needs assessment as they relate to school media programs. Presentations to the entire group was made by staff members and visiting lecturers in order to impart information needed by all of the participants. This document is a record of those presentations. (Author)

ED 073 795 LI 004 243

Kehl, W. B. And Others  
Center for Information Services, Final Report  
Phase IIB: Detailed Design and Prototype  
Development, 1 January 1971 to 30 June 1972.  
California Univ., Los Angeles. Center for Information Services.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date 72

Note—80p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, \*Information Centers, \*Information Services, Library Automation, Program Design, Program Development, \*University Libraries

Identifiers—Computer Software, Current Awareness Systems, UCLA, \*University of California Los Angeles

This report covers Phase IIB (1 January 1971 to 30 June 1972) of the development of a campus-based Center for Information Services (CIS) at the University of California at Los Angeles (UCLA). Activities during this phase included completion of the design and programming details of the software system, development of a prototype of the software system, acquisition of selected data bases, development of operational procedures, operation of experimental current awareness search services with interim software, seminars for library personnel, and the establishment of procedures for the transfer of the operation to the library. Two highlights of the phase were the outstanding success of the experimental current awareness service and the establishment of a CIS unit in the library. (Author)

ED 073 796 LI 004 244

Harvey, John F.  
Dean V.A. Chairman.

Pub Date Feb 73

Note—14p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, College Deans, Comparative Analysis, Department Directors (School), \*Educational Administration, Foreign Countries, \*Library Education, \*Library Schools

Identifiers—Drexel Institute of Technology, \*Iran

This paper deals with the field of library education administration and is based on observation, reflection, and analysis. The author was head of an American graduate library school for nine years, and immediately thereafter, 1967-68, as a Fulbright Professor, headed an Iranian library school for thirteen months. Rather than attempt to compare library education in the two countries, almost as large an undertaking as comparing the two parent institutions, Drexel University (then Drexel Institute of Technology), in Philadelphia, Pennsylvania, and the Faculty of Education, University of Tehran, this analysis focuses primarily on a narrower and more manageable subject, the two positions themselves, dean vs. chairman. This is the story of their comparisons and contrasts, their rewards and problems, one important variable being held constant, the nature of the position as a university graduate library school headship. Most of the comparisons will be made after juxtaposing information from each position, topic by topic. (Related documents are: LI 004245 through LI 004267.) (Author)

ED 073 797 LI 004 245

Harvey, John F.  
Adapting American Library Science for Iranian Use.

Pub Date [73]

Note—28p.:(14 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*Library Education, Library Science, \*Library Standards  
Identifiers—\*Iran

Two aspects of comparative library science are discussed in this paper: the adaptation of American library education and of American library standards for Iranian use. Its basic assumption is that all of the goals and most of the essential principles of American library science are as appropriate to modern Iran as to modern America. Furthermore, many practical library procedures can be borrowed from the U.S.A. A further assumption is that the foreigner is seldom familiar enough with Iran to know all of the ideas which should be incorporated or to make all of the changes necessary in adapting either library education or standards for local use. Consequently, Iranian assistance is essential in writing and revising adaptations in both fields. A final assumption is that most Iranians want their libraries improved. (Related documents are: LI 004244 and LI 004246 through LI 004267.) (Author/SJ)

ED 073 798 LI 004 246

Harvey, John F.  
Iranian University Library Standards.

Pub Date May 71

Note—49p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, Library Science, Library Services, \*Library Standards, \*University Libraries

Identifiers—\*Iran

In this document are suggested standards for Iranian university libraries. They have been adapted from foreign library standards to fit the Iranian situation and have been established to guide Iranian university librarians seeking to know the factors normally associated with good quality library service. They are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian university libraries can meet many of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also. It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. (LI 004244, 004245, and LI 004247 through 004267 are related.) (Author)

ED 073 799 LI 004 247

Harvey, John F.  
Iranian Senior College Library Standards.

Pub Date May 71

Note—33p.:(15 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Libraries, Foreign Countries, Library Science, Library Services, \*Library Standards

Identifiers—\*Iran

In this document are standards for Iranian senior college libraries. A four year or senior college may provide a liberal arts education or preparation for a particular profession, like nutrition or banking. These standards have been adapted from foreign library standards to fit the Iranian situation. They have been established to guide Iranian academic librarians seeking to know the factors normally associated with good quality library service. The standards are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian libraries can meet any of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also. It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. (LI 004244 through 004246, and LI 004248 through 004267 are related.) (Author)

ED 073 800 LI 004 248

Harvey, John F.  
Iranian Junior College Library Standards.

Pub Date May 71

Note—30p.:(13 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*Junior College Libraries, Library Science, Library Services, \*Library Standards  
Identifiers—\*Iran

These standards are designed to provide a guide for library development in Iranian one and two year colleges. The institutions which they serve offer a diversity of post-high school instructional programs, some preparing students for elementary school teaching, or for a trade, some of them terminal as would be found in community and technical colleges, others preparing for transfer to four year colleges or universities. Agricultural and liberal arts colleges and institutions are included here, also. These standards have been adapted from foreign library standards to fit the Iranian situation. They have been established to guide Iranian academic librarians seeking to know the factors normally associated with good quality library service. The standards are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian libraries can meet many of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also. It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. (LI 004244 through 004247 and LI 004249 through 004267 are related.) (Author)

ED 073 801 LI 004 249

Harvey, John F.  
Iranian School Library Standards.

Pub Date 26 Apr 71

Note—21p.:(15 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, Library Science, \*Library Standards, \*School Libraries

Identifiers—\*Iran

Iranian school library standards were adapted from American school library standards and have received Tehran Book Processing Centre executive committee approval. While Iran has several foreign schools, libraries and librarians, there are no Iranian professional school librarians to take an interest in the standards. Furthermore, the present low state of Iranian school libraries suggests that many years may pass before a large percentage of them will meet these standards. Certain librarians have criticized all six sets of library standards for being too detailed, almost for resembling policy and procedure manuals. This detailed treatment was deliberate. Attempts to get a library procedure manual published have been unsuccessful, so far, and the original purpose of the standards was to provide as much guidance as possible for Iranian librarians. Without guidelines, many new Iranian librarians would be uncertain about how to organize and develop their libraries. With these detailed standards, for the first time they had policy guidelines which contained some procedural details, also. The school library standards assume the presence of a desire among faculty members and administrators to develop teaching techniques which de-emphasize the traditional Iranian lecture and textbook methods, and instead, emphasize pupil-oriented instruction and the use of a variety of teaching materials. (LI 004244 through 004248 and LI 004250 through 004267 are related.) (Author/SJ)

ED 073 802 LI 004 250

Harvey, John F.  
The Tehran Book Processing Centre.

Pub Date Apr 71

Note—32p.:(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, Cataloging, Classification, Foreign Countries, Information Services, Library Acquisition, Library Science, \*Library Technical Processes

Identifiers—\*Iran

Establishment of the Tehran Book Processing Centre (Tebroc) was proposed in the Spring of 1968. This document is a descriptive and historical account of the center, and a description of its contributions to Iranian processing development. The center was modeled, to a certain extent, after Bro-Dart's Alanar in Williamsport, Pennsylvania. Tebroc was designed to provide large scale, modern, economic and professional book



selection, acquisition, cataloging, classification, and shelf preparation services for Iranian libraries and information centers. All types of libraries were to be served in all parts of Iran. Books in all languages and from all countries, all types and forms of printed and audio-visual materials, all subject fields and English, French, German, Spanish, Persian, and Arabic languages, were to be processed. The organization was Iranian in some ways, western in others, sometimes was very successful, sometimes hopeless. The paper should answer the question, how did this American idea fare in the Iranian library world. (LI 004244 through 004249 and LI 004251 through 004267 are related.) (Author/SJ)

**ED 073 803** LI 004 251

Harvey, John F.  
Iranian Library Education.

Pub Date Oct 70

Note—27p.;(6 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*Library Education, \*Library Schools, Library Science, Program Descriptions

Identifiers—\*Iran

Iranian library school development is discussed by describing the oldest and largest of the three existing schools, the Department of Library Science at the University of Tehran. This department has had strong American influence, and is one of West Asia's largest and best developed library schools. The author briefly discusses the following aspects of library education at the University of Tehran: history, facilities, library administration, faculty, teaching methods, curriculum, recruitment and admission, students body, placement service, publications, and finance. The success and progress of the department are evaluated. Programs at other universities are briefly mentioned. (LI 004244 through 004250 and LI 004252 through 004267 are related.) (Author/SJ)

**ED 073 804** LI 004 252

Harvey, John F.  
The Iranian Documentation Centre.

Pub Date 71

Note—26p.;(12 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Documentation, Foreign Countries, \*Information Centers, Information Science, Information Services

Identifiers—\*Iran, Scientific and Technical Information

The purpose of the Iranian Documentation Centre (IranDoc) was to collect that portion of the world's literature which was pertinent to Iran's research interests, to organize that material, and to promote its use by Iranian researchers. Stated more succinctly, IranDoc's purpose was to obtain ready access to the world's scientific literature in order to improve Iranian research projects. Stated in still another way, IranDoc was (1) building the national science and social science library, (2) providing documentation level services for it, and (3) participating in regional and international information networks. In carrying out these purposes, the Centre collected current book, periodical, document, and report material, organized it, and brought it to the attention of Iranian researchers for use with specific projects. IranDoc's goals included service to the following users: university faculty members, university students, industrial research and development centers, industrial production units, business firms, hospitals, research institutes, government ministries and agencies. In its first three years, IranDoc provided service to these groups plus physicians, engineers, agriculturalists, scientists, chemists, lawyers, educators, economists and others. This paper is a history and description of the establishment and early existence of IranDoc. (LI 004244 through 004251 and LI 004253 through 004267 are related.) (Author/SJ)

**ED 073 805** LI 004 253

Harvey, John F.  
Iranian Vs. American Library Serial Selection Policies.

Pub Date 26 Jun 71

Note—18p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Foreign Countries, Information Centers, \*Library Acquisition, Library Science, \*Serials, University Libraries

Identifiers—\*Iran, United States

This essay attempts to compare and contrast certain Iranian and American library serial selection policies. It assumes that many similarities exist between the selection policies of the two countries, but that special problems and contrasts exist in each one, also. The paper concentrates on the policies of two specific institutions, Drexel University, previously, Drexel Institute of Technology, Philadelphia, Pa., U.S.A., and the Iranian Documentation Centre (IranDoc), Tehran, Iran. One is an academic library, the other a government agency documentation center. They are alike in some striking ways but are very different in others. In spite of the absence of data and analyses needed to support an objective study, the author draws two conclusions based on his personal observation and experience. The influence of nationalism on serial subscription policies in Iran and America must be recognized. Probably it is common in libraries over the world to find large numbers of local titles on hand. Also, whenever local pride or nationalism and strong library service ideas are combined, then a rich representation of local serials may be expected, as a way of providing good service to local users. (LI 004244 through 004252 and LI 004254 through 004267 are related.) (Author/SJ)

**ED 073 806** LI 004 254

Harvey, John F.  
An Annotated and Critical Bibliography of Recent English Language International Library Science Literature.

Pub Date 15 May 71

Note—23p.;(29 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, \*Library Science

The author provides brief critiques of "Libri," "Journal of Library History," "FID Newsletter," "Unesco Bulletin for Libraries," "Bibliography, Documentation and Technology," "International Library Review" plus Asheim, Kaser, Bone, "Encyclopedia of Library and Information Science," Simsova, White and other books and serials in the area of international library science literature. (LI 004244 through 004253 and LI 004255 through 004267 are related.) (Author/SJ)

**ED 073 807** LI 004 255

Harvey, John F.  
Minimum Activities for National Library and Bibliographic Development.

Pub Date [73]

Note—11p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, Library Programs, Library Science, \*National Libraries

Identifiers—\*Iran, \*Library Development

In this document the author attempts to set forth the activities, items, or criteria susceptible of development in librarianship, information science, and bibliography. The list attempts to include all facets of a reasonably extensive development, one which no country has quite reached. On the other hand, among highly developed countries, progress on many individual items may have far surpassed the levels suggested here. It is not assumed that these items are of equal importance, nor that they are of equal urgency in every country, nor that priorities should be equal everywhere. For a country to rate well on this list, these facets must not only exist, but must exist in well organized form. Further, while the list usually specifies one of each item, obviously, two or more of that item would show a better development. However, the primary purpose of the list is to suggest the extensiveness of development, not its intensiveness. The 68 most important facets of a mature library and bibliographic development are designated. Their use as an instrument to measure national library and bibliographic status is described, using Iranian progress from 1967 to 1971 as an example. (LI 004244 through 004254 and LI 004256 through 004267 are related.) (Author/SJ)

**ED 073 808** LI 004 256

Harvey, John F.  
The International Man.

Pub Date 16 Jun 71

Note—10p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*Foreign Culture, Human Development, Human Relations, \*Librarians

In order to explain the international and comparative study fields with enough detail to command reader appreciation for the one world philosophy which they represent, it is necessary, with information taken from several occupational fields, to describe the new breed, the International Man. This man works and prospers because international trade and finance, science, education and government are expanding rapidly in many countries. He is the product of both a general increase in awareness of other countries' importance and of developing countries' growing awareness of their need for outside assistance. Their need is basic—the International Man's knowledge and ability are scarce locally, perhaps even non-existent. There is considerable literature on the business executive as International Man but very little on the government or service field executive or advisor in this role, and very little material on the International Man as a person. This paper will attempt to describe the character and personalities of the modern International Men observed in a dozen Asian and African countries. It is part of the international and comparative library science discussion, and some of the men and women described are librarians. (LI 004244 through 004255 and LI 004257 through 004267 are related.) (Author)

**ED 073 809** LI 004 257

Harvey, John F.  
Toward a Definition of International and Comparative Library Science.

Pub Date 72

Note—42p.;(40 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*International Programs, \*Librarians, \*Library Education, Library Research, \*Library Science

Identifiers—\*Iran, Librarianship

The newness of a field which librarians are trying to identify and relate to their own concerns and activities is reflected in this paper. It explains the field's research methods and gives examples, as well as discussing its identification and proposing a series of new definitions. In so doing, it is much indebted to the Bareday, Simsova, and Sharif contributions mentioned therein. This is intended to be a pivotal introductory paper. In concluding, the paper proposes that library schools become truly international and teach the best elements from library science world-wide. (LI 004244 through 004256 and LI 004258 through 004267 are related.) (Author)

**ED 073 810** LI 004 258

Harvey, John F.  
Iranian Library Education Evaluation, Licensing and Accreditation Program.

Pub Date May 71

Note—30p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accreditation (Institutions), \*Evaluation, Foreign Countries, \*Library Education, \*Library Science, \*Library Standards, Standards

Identifiers—\*Iran

Suggestions for the Library Education Evaluation, Licensing, and Accreditation Program were adapted from documents prepared by the American Library Association and other accrediting groups as well as from policies and procedures already being used. The Tehran Book Processing Centre executive committee approved this set of standards in the Spring, 1971. It is one of the first sets of library education standards produced and adopted outside the USA. Though somewhat different from the sets of library standards, the translation, approval, and recommendation program prescribed for this document was much the same as that prescribed for the library standards. In 1969, the Institute for Research and Planning in Science and Education asked for Tehran Book Processing Centre Planning Department cooperation in evaluating the new Tabriz and Irandamin library education programs. When a formal higher education evaluation program is evolved, it seems likely that the Institute will follow its own precedent in asking the Centre to continue its work in this field. The same reasoning seems valid for library standards, since the Institute requested Planning Department assistance in evaluating and improving several academic and special libraries in 1969 and 1970. (LI 004244 through 004257 and LI 004259 through 004267 are related.) (Author)



ED 073 811 LI 004 259

Harvey, John F.  
**Suggestions for Revising Iranian Library Laws and Regulations.**

Pub Date [73]  
 Note—50p.;(0 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*Laws, \*Library Science, \*Library Standards, \*Public Libraries, \*School Libraries  
 Identifiers—Iran

The present Iranian library laws are incomplete, obsolete, and ineffective. Certain aspects of the Iranian school and public library standards described are based on the assumption that the laws will be improved in accordance with these suggestions. In a general way, this document attempts to build on the present laws and supplement them as well as to remedy some of their defects. Further, it attempts to suggest the topics and the numerous points under them which should be changed or added to modernize the laws. Certain of the specific points may fit more properly into sets of regulations concerning library operation than into laws themselves. In turn, it is assumed that these suggestions will be supplemented by sets of Iranian library standards, such as those recently approved by the Tehran Book Processing Centre, and in still greater detail, by library policy and procedure manuals, such as those awaiting publication at the Tehran Book Processing Centre. Ali Sinai wrote the Duplicate Exchange Union and the Inter-library loan code sections. (LI 004244 through 004258 and LI 004260 through 004267 are related.) (Author)

ED 073 812 LI 004 260

Harvey, John F.  
**Iranian Serials Published in Latin Languages.**

Pub Date 28 Oct 70  
 Note—19p.;(93 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Foreign Countries, \*Foreign Language Periodicals, \*Library Science, \*Publications, \*Serials  
 Identifiers—Iran

A list of English, French and German serials published in Iran and available for subscription abroad is given. Bibliographic information is included for each publication. The list was compiled with the help of Guiti Afshar and Anoush Hovejpan from Pouri Soltani's "Directory of Iranian Periodicals," 1971. It was distributed to certain foreign libraries by the Iranian Documentation Centre. (LI 004244 through 004259 and LI 004261 through 004267 are related.) (Author)

ED 073 813 LI 004 261

Harvey, John F.  
**Pakistan and Afghanistan Librarianship.**

Pub Date 68  
 Note—12p.;(1 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developing Nations, Foreign Countries, \*Librarians, Libraries, Library Associations, \*Library Education, \*Library Facilities, \*Library Schools, \*Library Science, Public Libraries, School Libraries, Special Libraries  
 Identifiers—Afghanistan, Iran, \*Librarianship, Pakistan

In March and April 1968, the author was a guest of the U.S. Information Service on a two week trip to Pakistan and Afghanistan. During this stay, 30 libraries in five cities were visited. This paper describes this trip and relates the library happenings in these countries. It was obvious that Pakistan librarianship had advanced beyond the profession in either Iran or Afghanistan. There were many more librarians, more of them capable, more curiosity about foreign ideas, more concern for the present, larger book collections, larger buildings, more library schools, more active library associations, and more library publication. Yet all of this development has occurred in university and special libraries, not in school or public libraries, typical of Southwest Asia. And the picture seemed to be standing still or else moving ahead very slowly, as if the librarians had been trained before the nation was ready to support them. There seemed to be no evidence of a surge forward in public libraries, as there was in Iran or of major budget support for university libraries as there was in Ankara. Furthermore, the problem of over population had to be dealt with success-

fully or there would never be per capita improvement. Since Pakistan's economy was moving rapidly ahead, perhaps good library budgets and new building plans would also come, but one wonders if a country now so poor would support good library service even in the next generation. (LI 004244 through 004260 and LI 004262 through 004267 are related.) (Author/NH)

ED 073 814 LI 004 262

Harvey, John F.  
**West Asian Special Libraries and Information Centers.**

Pub Date 26 Mar 71  
 Note—27p.;(11 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Developing Nations, Foreign Countries, \*Information Centers, Information Services, \*Library Science, Library Services, \*Special Libraries  
 Identifiers—Iran, \*West Asia

Special libraries are defined in this paper as those libraries serving such institutions as government offices, private corporations, associations, and university departments. Information centers are similar to special libraries but provide personalized, high quality reference service, usually in science and technology, and often using mechanical or electronic methods for document code storage and retrieval. West Asia is that essentially moslem area bound by the United Arab Republic and Turkey on the West and West Pakistan on the East, reaching the border of the USSR on the North and the Arabian Sea on the South. It contains about twenty countries, depending on how the Gulf and Trucial States are counted, and two hundred million people, in an area of 3,500 by 2,000 miles. The USSR, Indian, Sudan, Libya, and Morocco are omitted from this area as being relatively separate from it in culture, orientation, or geography. While only a guess, it may be estimated that the area as a whole contains between 15,000 and 20,000 libraries of all kinds, of which perhaps 1,500 are special libraries or technical information centers. The majority of the grand total are very small school libraries with public libraries counting the second highest number. On the other hand, most of the better ones are either academic or special libraries. This survey is presented on a country by country basis. Fifteen of the countries were visited personally. (LI 004244 through 004261 and LI 004263 through 004267 are related.) (Author/NH)

ED 073 815 LI 004 263

Harvey, John F.  
**Locating West and South Asian Research Material.**

Pub Date 5 Dec 70  
 Note—16p.;(0 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Developing Nations, Foreign Countries, \*Librarians, Libraries, Library Materials, \*Library Science, \*Research Needs, Use Studies

Identifiers—Iran, South Asia, West Asia  
 Although numerous outstanding research collections as well as able professional librarians exist in South and West Asia, many people find Asian libraries difficult to use. Often researchers need specialized data which is hard for them to locate in the limited time available. This paper's purpose is to provide practical suggestions for scholars about overcoming the difficulties of using Asian libraries. It is intended to assist researchers in all fields, including those working on dissertations, and is written to help them change a frustrating and disappointing year into one more rewarding. These remarks are applicable for those parts of Asia which the author has visited: India, Pakistan, eleven more moslem, one Hebrew and one Christian country extending West to the U.A.R. and North to Turkey—and for those researchers whose material location problems are similar to the Asian reference problems with which the author has already dealt. (LI 004244 through 004262 and LI 004264 through 004267 are related.) (Author/NH)

ED 073 816 LI 004 264

Harvey, John F.  
**Iranian National Union Catalog Description and Regulations.**

Pub Date 5 Sep 71  
 Note—5p.;(0 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classification, Foreign Countries, \*Library Science, \*Union Catalogs  
 Identifiers—Iran, National Union Catalogs

This outline of how to establish and maintain an Asian national union catalog contains basic instruction for the staff and for the participating libraries of one of West Asia's largest union catalogs. It has been prepared to: (1) define and clarify the purposes of the Iranian National Union Catalog; (2) explain the policies and procedures under which it operates, (3) establish uniform entries and cards and (4) describe participation and service. (LI 004244 through 004263 and LI 004265 through 004267 are related.) (Author/NH)

ED 073 817 LI 004 265

Harvey, John F.  
**Recommendations for the Development of Jundi Shapour University Library Services.**

Pub Date 23 May 68  
 Note—22p.;(17 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, Guidelines, \*Library Planning, \*Library Science, \*Library Services, \*University Libraries  
 Identifiers—Iran

The document is a sample of the library reports prepared by Iran's Fulbright librarians and as such was distributed widely in Iran by the U.S. Information Service. It is designed to guide Jundi Shapour University Library development over a period of several years and demonstrates the application of modern western library science to the oldest university in the world. The report was requested by the University, but so far, only 20% of its recommendations have been carried out. The University has had three chancellors in the three years since the report was submitted, and this is a contributing reason for its lack of library progress. (LI 004244 through 004264, and LI 004266 and 004267 are related.) (Author)

ED 073 818 LI 004 266

Harvey, John F.  
**Iranian Special Library Standards.**

Pub Date [73]  
 Note—16p.;(11 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, \*Library Science, \*Library Standards, \*Special Libraries  
 Identifiers—Iran

The purposes of these standards are: (1) to suggest the steps necessary for the establishment of special libraries; (2) for those recently established, to suggest the steps necessary to achieve satisfactory performance levels in all areas, and finally, (3) for well established libraries, to suggest the steps necessary to achieve excellence. These standards have been approved and are recommended by the Tehran Book Processing Centre, part of the Institute for Research and Planning in Science and Education, affiliated with the Ministry of Science and Higher Education. After a few years of experience in applying them to Iranian libraries they should be revised and updated. This document is not intended to form an operation manual, nor is it a textbook in special library administration, nor can it recommend specific quantitative measures which will give automatic excellence. Furthermore, in libraries as varied as these, it is impossible to achieve a high degree of uniformity, so many variations should be expected between libraries. Even so, this document should give a clear guide to the basic elements present and the degree to which they are present in the majority of successful special libraries. In so doing, it describes the criteria or standards by which successful libraries can be judged, also. Most basic of all, however, there must be clearly and unmistakably present at high Iranian management levels the strong intention to make the library a vital and useful part of the organization. (LI 004244 through 004265 and LI 004267 are related.) (Author/NH)

ED 073 819 LI 004 267

Harvey, John F.  
**Iranian Public Library Standards.**

Pub Date Apr 71  
 Note—32p.;(13 References)  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, Guidelines, \*Library Science, \*Library Services, \*Library Standards, \*Public Libraries  
 Identifiers—Iran

This document provides a guide for the initiation, development, and evaluation of Iranian public library service. It is intended for use by Iranian librarians, library boards, government officials, and interested citizens. Its sections contain numerous guiding principles which are the standards. Each standard provides a measure of achievement or a guiding principle of good policy. The standards are relatively objective, observable, and at least in a broad sense, quantitative. Only those standards are included which have a direct and positive relation to the quality of Iranian public library facilities and services. It should be possible for librarians, library boards, or interested citizens to go through the document, sentence by sentence, and measure their own library by answering "yes", to this standard, "no" to that, "maybe" or "partially" to others. When honest answers are affirmative for a majority of the standards, libraries are well on the way to giving good quality service. (LI 004244 through 004266 are related.) (Author)

## PS

ED 073 820 24 PS 004 193

Katz, Lilian G.

**Four Questions on Early Childhood Education.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information Technology and Dissemination.

Bureau No—BR-0-0288

Pub Date Sep 70

Contract—OEC-0-70-2623(519)

Note—15p.; Paper presented at the Conference on Reading and Early Childhood (Columbus, Ohio, September 1970)

Journal Cit—Child Study Journal; v1 n2 p43-51 Winter 1970-71

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, Behavior Change, \*Early Childhood Education, \*Educational Objectives, Open Education, Parent Child Relationship, Speeches, \*Student Teacher Relationship, Teacher Administrator Relationship, \*Teacher Characteristics, Teacher Role

Three hypotheses concerning the problems of disadvantaged children developed during the 1960s: (1) they are deprived; (2) they are deficient in certain skills and knowledge; and (3) they are not so much deprived or deficient as they are different, with strengths that should be respected and maximized. These hypotheses provide a background for four questions concerning early childhood education: (1) What kinds of goals make sense? Are we committed to academic goals, which involve fulfilling requirements and getting good scores, or intellectual goals, which involve inquiry and experimentation? (2) What do we have to do to accomplish these goals? Open classrooms, in which students pursue their own interests and acquire skills as tools with which to study their environment, are recommended. Behavior modification techniques should be used only with knowledge of the reasons for the behaviors exhibited. (3) What qualities of teachers are needed to realize these goals? To be effective, teachers must be both warm and strong. (4) What administrative qualities must exist to meet these goals? The qualities of the administration—leadership style, friction/supportiveness—are reflected in interaction between teachers and students. (KM)

ED 073 821 PS 005 676

Looney, Sue And Others

**Help! A Handbook for Child Care Workers.**

Friends of Day Care, Tulsa, Okla.

Pub Date Apr 72

Note—52p.

Available from—Friends of Day Care, 222 East Fifth Street, Tulsa, Oklahoma 74103 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activity Learning, \*Child Care Workers, Child Development, \*Day Care Programs, \*Early Experience, Guides, Infants, Preschool Children, \*Preschool Programs, Program Descriptions

Suggestions designed to aid those who work with young children, in particular, the day care workers, are provided. Following the booklet's in-

troductory material, the following subjects are discussed: Language in the Day Care Center (Crib Babies—birth to six months; Six Months to 12 Months; Toddlers—one to two years old; and Over Two Years); Room Arrangement (Housekeeping Center; Block Center; Art Center; Book Center; Science Center; Music Center; and Manipulative Center); Activities (Free Play; Dramatic Play; Creative Art; Science; Water Play—inside and out; Music; Books and Stories; Enrichment: The Extra Special Plus; Outdoor Play; and Clean-up); Sample Daily Schedule; and Appendices (Things to Save; Art Projects; Recipes for Art Projects; Suggested Books; Exploring Foods; Recipes You Can Use; Equipment and Supplies; and Fun with Puppets). (DB)

ED 073 822 PS 005 935

Zamoff, Richard B. Regan, Kathryn J.

**Evaluation of Experiences with the Use of "Healthy, That's Me", Volume I.**

Urban Inst., Washington, D.C.

Pub Date 31 May 72

Note—77p.; Urban Institute Working Paper 961-

2-1; ED 068 184 is the appendices, Volume 2 of this report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Evaluation, \*Curriculum Guides, Disadvantaged Youth, \*Health Education, Inservice Teacher Education, Parent Participation, Preschool Education, \*Preschool Programs, Program Effectiveness, Technical Reports

Identifiers—\*Project Head Start

This report summarizes Head Start experience with the health education curriculum guide "Healthy, That's Me" in the first four months of 1972. Information was collected from regional office staff and from Head Start directors, nurses, teachers, teacher aides, and teacher trainers. Teacher and staff reaction to the guide, the training they received in its use, and its effectiveness in the classroom are discussed. The information and recommendations in these areas are intended to be of use to the Office of Child Development in introducing the guide to other centers, revising the guide, and training teachers in its use. The report also includes a parent interview (in English and Spanish) designed with Head Start parents for possible use in subsequent evaluation. Problems in this evaluation were created because a large number of centers were not using the guide, many having never received it. These and other operational problems at Office of Child Development headquarters have resulted in confusion at the local level. Wide variation was found in the way the guide has been introduced and in staff training in its use; training appears to have been poorly planned and coordinated. Most directors, teachers and teacher trainers are enthusiastic about the guide. So few parent handbooks have been distributed that their reactions to it cannot yet be ascertained. Many Head Start teachers were not using any health education materials previously. (KM)

ED 073 823 PS 006 066

Brandt, Richard M.

**An Observational Investigation of Instruction and Behavior in an Informal British Infant School. (Full Report).**

Pub Date Apr 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Observation Techniques, \*Early Childhood Education, Educational Research, \*Interaction Process Analysis, Measurement Instruments, \*Program Evaluation, Student Behavior, \*Student Teacher Relationship, Tables (Data), Teacher Behavior, Technical Reports

Identifiers—\*British Infant Schools, Personal Record of School Experience

The nature of on-going instructional processes and pupil experiences were studied in two classes of a British infant school. Using PROSE (Personal Record of School Experience) as the primary observation instrument, 24 children, aged five through seven years, equally divided as to sex, were observed during seven days. A total of 9 cycles and 45 events were recorded for each of the children. The events relate to the nature of contacts (verbal or nonverbal) that the child has with adults, peers, and materials. Results of the study are provided as to: General Organizational Patterns; Teacher Behavior and Expectancies; Teacher Questioning; Instructional Teaching and

Content; Manifest Teacher Affect; Pupil Behavior; Adult Contacts; Peer Contacts; Task Involvement and the Nature of Tasks; Manifest Affect of Pupils; and Pupil Behavior Differences. Some of the noteworthy findings are: (1) certain teacher expectancies were apparent in directions given and behavior reinforced; (2) for about half of each school day, children were involved in projects and activities of their own choosing, with teachers providing general supervisory and tutorial assistance; (3) the most dominant type of teacher activity during these periods was listening to children and raising questions about activities and progress; (4) some teacher differences were seen in showing-telling activities and in controlling behavior; (5) over the entire school day, children interacted with an adult 29.3% of time on the average, with a peer 20.4%, with appropriate tasks 28.2%, and were inappropriately engaged 22.1% of the time. The study data are given in 17 tables. [Filmed from best available copy.] (DB)

ED 073 824 PS 006 097

Wohlford, Paul

**A Narrative of Head Start Parents in Participant Groups.**

Pub Date [71]

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Therapy, Intervention, \*Low Income Groups, \*Negroes, Parent Child Relationship, Parent Education, \*Parent Participation, Participant Characteristics, \*Preschool Programs, Psychological Services, \*Sensitivity Training

Identifiers—Participant Group Method, \*Project Head Start

Sensitivity training groups rarely have been conducted among people of low income. A modification of the laboratory training method, here called the "participant group method," was used with low-income Black parents of Head Start children to demonstrate under what conditions participant groups might be helpful to parents and their children. Eight different groups, each met twice a week for eight weeks within the context of either helping the child with language skills at home or helping the parents with their problems of child-rearing. Parent trainers worked in teams of two, including a mother from the community. Both fathers and mothers participated. Most groups succeeded in engaging the parents' participation in child-rearing or related discussions, as judged from the attendance and the group process data. In conclusion, the participant group method seems to be a very effective vehicle to deliver community-clinical psychological services directly to low-income parents for educational, remedial, and preventive functions regarding their preschool children. (Author)

ED 073 825 PS 006 125

**Spotlight on Day Care. Proceedings of the National Conference on Day Care Services (Washington, D.C., May 13-15, 1965).**

Children's Bureau (DHEW), Washington, D.C.

Spons Agency—Child Welfare League of America, Inc., New York, N.Y.; National Committee for the Day Care of Children, New York, N.Y.

Pub Date 66

Note—168p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Children's Bureau Publication No. 438-1966, \$0.55)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Care Centers, Child Care Workers, \*Conference Reports, \*Day Care Services, Disadvantaged Youth, Family Involvement, Handicapped Children, Parent Participation, Preschool Education, Preschool Programs, Program Administration, \*Program Planning

The proceedings of the National Conference on Day Care Services are reported. Addresses before general sessions were: (1) "The Nation Looks at Day Care Services" by Hubert H. Humphrey; (2) "Spotlight on Day Care" by Ellen Winston; (3) "Education and Welfare: Allies Against Poverty" by Francis Keppel; (4) "Twenty Percent of the Nation" by Julius B. Richmond; and (5) "A Time for Action" by Abraham A. Ribicoff. Addresses before subconferences were: (1) "The Nation's Working Mothers and the Need for Day Care" by Mary Dublin Keyserling; (2) "The Meaning of Day Care for Business and Industry" by W. O. Heinze; (3) "The Meaning of Day Care for



Labor" by Leo Perlis; (4) "The American Family-Image and Reality" by James R. Dumpson; (5) "Cognitive Development of Preschool Children in Culturally Deprived Families" by Robert D. Hess; (6) "A Spectrum of Services for Children" by Katherine B. Oettinger; (7) "Research Adds New Dimensions to Day Care Services for Children" by Milton J. D. Senn; and (8) "Organization Problems in Expanding Day Care Services" by John Neimeyer. The recommendations of the work groups concerned mobilizing the community, costs and financing day care, variety of day care services, parent involvement, administration, salary scales and personnel policies, staff for day care services, licensing and standards, and research. (KM)

ED 073 826 24 PS 006 191

Katz, Lilian G.

Where is Early Childhood Going?

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—17p.; Theory Into Practice (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Research, \*Early Childhood Education, \*Educational Practice, Educational Research, Kindergarten, Preschool Education, Primary Grades, \*Research Needs, Role Conflict, Social Influences, \*Teacher Behavior, Teacher Role, Technical Reports

Identifiers—\*Project Head Start

Future expansion in the field of early childhood education is seen to lie in a reorientation of research and development. This reorientation is that of conducting more research "on" practice. Answers to be sought by research "on" practice in Head Start curriculum models relate to what factors (variables) exist that either inhibit or facilitate the implementation of each model. Four broad classes of variables are: model variables, modeler variables, teacher and staff variables, and general on-site variables. Brief examples of each variable potentially affecting implementability of curriculum models are outlined. In addition to research "on" practice, it is also felt that there should be a modification of the focus of the research and development efforts concerning teachers and teaching. Included in these efforts should be causes of teacher behavior. Causes related to role relationships—teacher behavior determined by children, parents, other school personnel—and causes related to the larger social context should be examined. It is hoped that a sociology of early childhood education will be developed. References are provided. (DB)

ED 073 827 PS 006 295

People Working Together: Follow Through in Ohio.

Ohio State Dept. of Education, Columbus.

Pub Date 72

Note—36p.

Available from—R.A. Horn, Director, Division of Federal Assistance, Room 603, Ohio Department Building, 65 South Front Street, Columbus, Ohio 43215 (free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Compensatory Education Programs, \*Disadvantaged Youth, \*Early Childhood Education, \*Instructional Design, Intellectual Development, Primary Grades, Program Descriptions, \*Teaching Models

Identifiers—Engelmann Becker Model, Mathemagenic Activities Model, Ohio, PEP IPI Model, \*Project Follow Through, Responsive Environment Model

Brief descriptions are provided of four Ohio Follow Through programs, each of which is piloting a different teaching model. The programs are: Akron, The PEP-IPI Model; Cleveland, The Responsive Environment Model; Dayton, The Engelmann-Becker Model; and Martins Ferry, The Mathemagenic Activities Model. The PEP (Primary Education Project)-IPI (Individually Prescribed Instruction) instructional model in use in Akron has two main objectives: (1) to insure that the child develops the basic physical, perceptual, conceptual and relational abilities that underlie learning in all fields; and (2) to insure that he makes steady progress, at his own rate, toward mastery of academic skills. The Responsive Environment Model in Cleveland is based on convictions that children learn best when they are interested in what they are doing, that they learn at

different rates, and that they learn in different ways. An essential element of the model is the provision of a classroom environment that leads the children into discovering important facts about their social and physical world. Teaching materials foster skills in language, reading, arithmetic, and science. The Engelmann-Becker Model utilized in Dayton is based on programmed teaching materials based on the technology of task analysis, and concentrated on the acquisition of skills in language, reading, and mathematics. The Mathemagenic Activities Model at Martins Ferry focuses on concept development through teaching that incorporates pupil activities that tangibly exemplify the concepts. Supportive services and Parent Advisory Committee functions are described. (DB)

ED 073 828 PS 006 331

Goldupp, Ocea

An Investigation of Independent Child Behavior in the Open Classroom: The Classroom Attitude Observation Schedule (CAOS).

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 72

Note—49p.; Paper presented at the Annual Follow Through Working Conference (2nd, Ypsilanti, Michigan, October, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, \*Behavior Rating Scales, \*Classroom Observation Techniques, Disadvantaged Youth, \*Open Education, Preschool Education, Preschool Learning, \*Preschool Programs, Student Behavior, Technical Reports

Identifiers—\*Project Head Start, Tucson Early Education Model

The Classroom Attitude Observation Schedule was developed and field tested for study of independent child behavior in the open classroom. Eight Head Start classrooms were used for field testing, six of which used the Tucson Early Education Model curriculum and two of which, for comparison, used local curricula. Procedures involved observing and recording into mutually exclusive activity categories the location of children and adults at two-minute intervals over a thirty-six minute free-choice period. Incidents of inappropriate behavior were also recorded. During the middle twelve minutes, all adults except the observer left the classroom. The procedure demonstrated sensitivity to changes in child behavior during teacher absence. Comparison classrooms had significantly more incidents of inappropriate behavior during teacher absence than during teacher presence. TEEM classrooms maintained a stable pattern of behavior throughout the observation period. The system was concluded to be extremely useful in assessment of independent learning behavior of children in large groups and should transfer easily to other open classroom settings. (Author/KM)

ED 073 829 PS 006 338

Proceedings of Annual UAP Conference, Piagetian Theory and the Helping Professions (Second, Los Angeles, January 21, 1972).

Children's Hospital, Los Angeles, Calif.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date 21 Jan 72

Note—73p.

Available from—University Publishers, 907 West Jefferson Blvd., Los Angeles, California 90007 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Child Development, Cognitive Development, Cognitive Processes, Concept Formation, \*Conference Reports, \*Conservation (Concept), Developmental Psychology, Early Childhood, Elementary School Curriculum, Elementary School Students, Handicapped Children, Infancy, \*Intellectual Development, Memory, Parent Child Relationship, Preschool Children, Preschool Learning, Preschool Programs, Psychometrics, \*Seminars, Tables (Data), Thought Processes

Identifiers—\*Piaget (Jean)

The proceedings of the University Affiliated Program's Second Special Interdisciplinary Seminar, concerning Piagetian theory, are presented. The opening session dealt with the question "Can Piaget's Theory Provide a Better

Psychometry?", C. E. Meyers, speaker. Among the papers reprinted in the proceedings from the afternoon program of Piagetian symposia, papers, test demonstrations and films are: (1) "Cognitive Development in Nursery School as Measured by a Battery of Piagetian Tasks" M. Lennan Nye; (2) "Keywords and Piagetian Concepts: A Suggestion" Jeannette Veatch; (3) "Piagetian Theory Related to Science and Math Curriculum Development" Richard Kimball (abstract); (4) "The Development of Subjective Responsibility: Differential Aspects" Betty Henry; (5) "A Child's Cognitive Conquest of Space and Time" Henry W. Maier; (6) "Cognitive Controls in Children and Performance on Piagetian Conservative Tasks" J. Roland Fleck (abstract); (7) "The Development of Young Cerebral Palsied Children According to Piaget's Sensorimotor Theory" F. Annette Tessier; (8) "Application of Piagetian Theory to the Development of the Concept of Space in Visually Limited Children" Rose-Marie Swallow and Marie K. Poulson; (9) Application of Piagetian Theory to Exceptional Children" M. Patricia Simmons; (10) "Review of Recent Research Relating to . . . Volume Conservation During Adolescence" Marcia Maguire. (KM)

ED 073 830 PS 006 355

Greenwood, Gordon E. And Others

Assistance to Local Follow Through Programs. Annual Report.

Florida Educational Research and Development Council, Gainesville.; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Dec 72

Grant—OEG-0-8-522394-3991(286)

Note—308p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Compensatory Education Programs, Disadvantaged Youth, Home Visits, Mothers, Observation, Paraprofessional School Personnel, \*Parent Education, \*Parent Participation, Parent Teacher Cooperation, \*Primary Grades, Program Descriptions, \*Program Evaluation, Tables (Data)

Identifiers—Cincinnati Autonomy Test Battery, Home Environment Review, How I See Myself Scale, I Feel Me Feel, Parent Educator Weekly Report, \*Project Follow Through, Social Reaction Inventory

The Florida Parent Education Follow Through Model emphasizes: (1) the training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary; (2) training the teacher in the use of paraprofessional personnel; and (3) development of materials for family use which take into account not only the school's goals for the child but also the family's expectations, goals, life style and value system. Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of weekly home visits to demonstrate to the mother tasks that have been devised in school to increase the child's intellectual competence and personal and social development. Parents' ideas and opinions are solicited and used in the program. The evaluation covered the areas of maternal teaching behavior, teacher-parent educator planning, parent educator teaching style, and parent educator evaluation of a home visit. In each community, six teachers and six parent educators were randomly selected for evaluation. Videotapes of home visits were made to provide for better evaluation. Appendices contain the instruments and instructions used in evaluation. (KM)

ED 073 831 PS 006 365

Steiner, Violette G. Zimmerman, Irla Lee

Assessing Bilingual Language Ability in the Mexican-American Preschool Child.

Pub Date Apr 72

Note—6p.; Paper presented at the Annual Convention of the Western Psychological Association (Portland, Oregon, April 26-29, 1972)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Bilingual Education, Bilingual Students, Language Ability, Language Development, \*Language Proficiency, \*Mexican Americans, \*Preschool Children, Preschool Education, \*Preschool Programs, Technical Reports

Identifiers—Preschool Language Scale



The current emphasis on "teaching in the language of the child" has led to a demand for bilingual programs in Mexican-American communities. Ninety preschool children, assumed to be Spanish speaking, were referred to a summer program for amelioration of English language deficiency. Spanish and English versions of the Preschool Language Scale were administered to determine language dominance, developmental status, and areas of deficiency. Results indicate that prime consideration should be given to the assessment of the preschool child's language status before assuming competency or dominance in any language or deciding to establish a bilingual program. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 073 832 PS 006 366

Stayton, Donelda J. And Others  
The Development of Separation Behavior in the First Year of Life: Protest, Following, and Greeting.

Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.

Spons Agency—Foundation's Fund for Research in Psychiatry; Grant Foundation, New York, N.Y.; Public Health Service (DHEW), Washington, D.C.

Pub Date Apr 71

Note—45p; Part of paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, Minnesota, April, 1971)

Available from—Mary D. S. Ainsworth, Department of Psychology, The Johns Hopkins University, Baltimore, Md. 21218 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, Behavioral Science Research, Child Development, Emotional Response, Fear, Infant Behavior, \*Longitudinal Studies, \*Mothers, \*Overt Response, Parent Child Relationship, \*Reactive Behavior, Sex Differences, Social Development, Technical Reports

Separation and greeting responses were examined in a longitudinal study of 26 infants, aged 15 to 54 weeks, observed at home. All instances of a person's leaving and entering the room during home visits were observed. The developmental trend—both onset and relative frequency—of each separation behavior was plotted at three-week intervals. The onset of these behaviors was found to be earlier than most other investigators have reported. Following the mother upon her departure and greeting her positively upon her return were found to be more frequent than crying upon separation. Following showed the only sex difference; boys followed more than girls. Crying was more frequent when the infant was left confined rather than free to move about. Separation protest was differential to the mother from its onset, whereas following was not. Most positive greeting behaviors were differential, but smiling was not, seemingly serving affiliative as well as attachment functions. Infants when left totally alone are more likely to exhibit separation-related behaviors than when left with companions; this finding is interpreted in the light of Bowlby's ethological-evolutionary model of social development. (Author)

ED 073 833 PS 006 367

Mann, Marlis  
Identify and Assist the Development of High Risk Preschool Children.

Pub Date Nov 72

Note—23p; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, Georgia, November 15-18, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, \*Curriculum Guides, Early Childhood Education, Handicapped Children, \*Intervention, \*Language Development, Learning Disabilities, Motor Development, \*Perceptual Motor Learning, Preschool Children, \*Preschool Education, Speeches, Visual Perception

Identifiers—Bayley Scales of Infant Development, Beery Geometric Form Reproduction, Developmental Test of Visual Perception, Goldman Fristoe Test of Articulation, Lees Developmental Sentence Types, Wechsler Intelligence Scale for Children

This speech offers a guide to identifying and teaching high-risk children, those who exhibit a lag in development severe enough to be a handicap in learning. The high-risk children focused on are those whose developmental lag is frequently not recognized until they fail in school. The two major areas of neurodevelopmental learning disorders are in perceptual-motor development and language development. Specific instruments useful for identifying high-risk children in early childhood are listed. Teacher indicators of deficiencies in both major areas are listed. Before intervention can be successful, teachers must be able to assess developmental levels of motor and language skills. A curriculum model based on concept development is presented. It assumes that perception is the basis of learning and uses the sensory systems to develop conceptual understandings. A concept, such as apples or sharing, is selected, and the classification and relational concepts related to it are identified. The major areas of conceptual development are properties, position, opposites, quantification, comparisons, associations, time, and motion. Expected outcomes in such areas as auditory and visual perception, reading readiness, gross motor development, and writing are described. References are provided. [Filmed from best available copy.] (KM)

ED 073 834 PS 006 369

Meichenbaum, Donald H.  
The Nature and Modification of Impulsive Children: Training Impulsive Children to Talk to Themselves.

Waterloo Univ. (Ontario). Dept. of Psychology. Spons Agency—Ontario Mental Health Foundation, Toronto

Pub Date 10 Apr 71

Note—31p; Research Report No. 23, based on a paper presented at the Society for Research in Child Development Conference (Minneapolis, Minnesota, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, \*Behavior Change, Cognitive Measurement, \*Cognitive Processes, Cognitive Tests, Elementary School Students, Individual Instruction, Kindergarten Children, Preschool Children, \*Self Control, Technical Reports

Identifiers—Matching Familiar Figures Test, Porteus Maze Test, Wechsler Intelligence Scale for Children

Four studies were conducted to examine the manner in which cognitively impulsive and reflective children use private speech to control their behaviors. The first study was a naturalistic observation of a group of impulsive (N=8) and reflective (N=8) nursery school children, identified by the Matching Familiar Figures Test. The impulsive and reflective children differed significantly in the amount and style of verbalizations and in the content and incidence of private or egocentric speech. In a second study the relationship between reflectivity/impulsivity and verbal control of motor behavior was examined with 30 kindergarten children. Under covert self-instructions, impulsive children evidenced significantly less verbal control of inhibitory motor behavior and a greater magnitude of errors than reflective children. The efficacy of a cognitive self-instructional (SI) training procedure in altering the behavior of "impulsive" school children was examined in two studies. Study III employed an individual training procedure requiring the impulsive child to talk to himself. Results indicated that the SI group (N=5) improved significantly on three measures and retained the improvement after one month. Study IV examined the efficacy of the components of the cognitive treatment procedure in altering the impulsive child's performance on Kagan's measure of cognitive impulsivity. Cognitive modeling slowed down the response time for initial selection, but only with the addition of self-instructional training was there a significant decrease in errors. (Author/KM)

ED 073 835 PS 006 370

Torrance, E. Paul  
Creativity in Communication with Young Children.

Georgia Univ., Athens. Dept. of Educational Psychology.

Pub Date [71]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood Attitudes, Childhood Interests, Child Language, \*Communication (Thought Transfer), Creative Expression, \*Creative Thinking, Creativity, Guides, Oral Reading, \*Play, \*Preschool Children, Story Reading

Creative methods of communicating with young children are discussed. In order to communicate through talk, adults must realize that children have a "secret world" with their own language and reasoning and must respect it. Self awareness, patience, understanding, and consistency are necessary for adults to truly communicate with children through talk. "Toy talk" is useful for reducing adult dominance and approaching the child on his own level. Sociodramatic play gives children practice in interacting with other children and thus improves his ability to communicate verbally. Children often respond more willingly and communicate more easily through singing instead of talking, but adults should not attempt to change songs children create. The Mutual Storytelling Technique is an effective projective method of communication, enabling children to use one of their favorite modes of communication and adults to introduce new ideas without being coercive. Non-verbal communication—through movement and music—is also effective with young children. Communication through reading books can be effective—if the appropriate books are chosen, if they are read as though the thing is happening, and if adult dominance is reduced. Children must be free to ask questions. Communicating with the silent child is especially difficult but can be accomplished, perhaps with a non-verbal method. (KM)

ED 073 836 PS 006 371

A Program of Enrichment Opportunities for Disadvantaged Children, Phase VIII, 1972-73. Project, 30-156.

Green Bay Joint School District 1, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—497p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Achievement, Academic Enrichment, Affective Objectives, Cognitive Objectives, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Grades, Grade 10, Inservice Teacher Education, Parent Education, \*Parent Participation, \*Preschool Education, Preschool Programs, Program Budgeting, Program Descriptions, Program Planning, Psychomotor Objectives, Remedial Reading, Self Concept, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This compensatory education program serves approximately 792 disadvantaged children. Thirteen elementary school enrichment learning centers, two tenth grade tutoring programs, an area-wide remedial reading clinic, an instructional service center, and intensive teacher-parent inservice training will be the framework for enrichment experiences. Those in the program are low achievers with average or higher intelligence. Pre-kindergarten children at two schools are the subjects of pilot programs helping teachers and parents to assess preventive activities designed for child development for later school success. Application for Title I funds, budget analysis, and equipment and material listing are given. Intellectual, physical, social, and emotional needs are described, as are the affective, cognitive and psychomotor objectives of the program. These are followed by delineation of staff responsibilities, program descriptions, the evaluation design, the identity of the children served, information dissemination, budget relationships, and inservice education descriptions. [Filmed from best available copy.] (Author/KM)

ED 073 837 PS 006 373

Renfrow, Robert K. And Others  
Development of Situational Task Methodology for the Evaluation of Process Outcomes in the Open Classroom.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 1 Mar 73

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Observation Techniques, \*Disadvantaged Youth, Kindergarten, \*Open Education, Preschool Education, Preschool Programs, Primary Grades, \*Program Evaluation, \*Student Behavior, Teacher Influence, Technical Reports

Identifiers—Classroom Attitude Observation Schedule, Project Follow Through, Project Head Start, Tucson Early Education Model

The purpose of this research was to develop an evaluation technique to assess how effectively children develop as independent learners within classrooms implementing the Tucson Early Education Model. A situational task was chosen in order to gather information about the ongoing open classroom. The Classroom Attitude Observation Schedule was developed to detect pattern shifts in selected process variables in a classroom during the absence of the teacher and other "controlling" adults. The variables are grouping patterns, classroom activities, and inappropriate behaviors. A pilot study of the CAOS was conducted, using six experimental (TEEM) classrooms and two comparison classrooms. The summary dependent variables were mean group size, mean number of children engaged in an activity, inappropriate behavior, mean number of groups, mean number of activities. The summary activity categories were traditional academic activities, nontraditional cognitive learning activities, play and role playing, snacks and management, and nonfocused activities. Results showed the CAOS sensitive to pattern shifts. The clearest shift appeared with levels of inappropriate behavior. Children in comparison classrooms displayed more inappropriate behavior during teacher absence than did children in the TEEM classrooms. There were significant differences between teacher absence and teacher presence in Comparison classrooms but not in TEEM classrooms. The size of groups in which children clustered themselves changed significantly when the teacher was not present. (KM)

ED 073 838 PS 006 374

Krafft, Virginia

The Use of Reinforcement Procedures to Increase the Percent of Study Behavior with a Kindergarten Child.

Pub Date [70]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Change, \*Classroom Observation Techniques, \*Individual Study, Kindergarten, Kindergarten Children, Operant Conditioning, \*Positive Reinforcement, Student Behavior, Technical Reports

A study was conducted using positive reinforcement to increase and maintain the time spent participating in study behavior of a six-year-old female kindergarten student and to introduce the teacher to behavioral change techniques. Attending and non-attending study behaviors were observed during 30-minute independent study periods in the classroom. The S received a star for each two minutes (later, each minute) of appropriate study behavior. She could later exchange the stars for prizes and/or privileges that she valued. Reliability checks were made by comparison observations of the four observers. After six reinforcement sessions, positive reinforcement was discontinued to determine whether gains in study behavior were related to reinforcement. Reinforcement was initiated again after a percentage increase in non-study behavior was noted. Results showed the technique to be a success, but it is felt the experiment might have had a more lasting effect if the study had not been concluded prematurely by the closing of school. (KM)

ED 073 839 PS 006 375

Weiner, Susan L.

On the Development of "More" or "Less."

Educational Testing Service, Princeton, N.J. Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—ETS-RB-72-61

Pub Date Dec 72

Note—32p.; Paper based on a Ph.D dissertation,

Columbia University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, \*Cognitive Tests, \*Concept Formation, Conservation (Concept), \*Number Concepts, \*Preschool Children, Preschool Learning, Tables (Data), Technical Reports

The concepts "more" and "less" were analyzed into two meaning dimensions, "existence" (derived from children's early language) and "quantity," which were hypothesized to be developmentally related to acts of addition and subtraction. Two experiments tested two- and three-year-olds' comprehension of these concepts when initially equal or unequal rows were added to, subtracted from or left static. Addition and subtraction had little effect on Ss' comprehension of either term. Ss understood "more" first when number characteristics of the array were relatively large, suggesting "many" as an intermediate stage of meaning for "more." No evidence was found for "less" meaning "more," as others have claimed. Ss understood "less" later than "more," a difference attributed to the restricted use of "less" as "smaller in amount." (Author)

ED 073 840 PS 006 376

Riles, Wilson

Policies for Early Childhood Education.

California State Office of the Superintendent of Public Instruction, Sacramento.

Pub Date 16 Jan 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Board of Education Policy, \*Early Childhood Education, Educational Policy, Kindergarten, \*Master Plans, Primary Grades, Program Administration, Program Budgeting, Program Descriptions, Program Development, \*Statewide Planning

Identifiers—\*California

California State Board of Education policies authorizing implementation of early childhood legislation for K-3 programs are given. Legislative authority is quoted for each of the policies, which cover: (1) development of the early childhood education master plan—district level planning, individual school level planning, optional waiver of education code provisions, joint planning (between two or more school districts) for early childhood education; and (2) master plan components—assessment of educational needs, a program of restructuring kindergarten through third grade, program objectives, a local program designed to systematically phase into the program all the schools of the district in no more than six years, coordination of all district resources with the objectives of the local plan, program of evaluation of pupils' health needs, emphasis on an individualized diagnostic approach to instruction, direct parental involvement in the classroom program and program evaluation, programs for comprehensive parent education, staff development and inservice training, and evaluation of the program by the governing board of the school district with the assistance of administrators, teachers and parents. (KM)

ED 073 841 PS 006 377

The Early Childhood Education Proposal: A Master Plan to Redesign Primary Education in California.

California State Office of the Superintendent of Public Instruction, Sacramento.

Pub Date 1 Dec 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Early Childhood Education, Enrollment Projections, Estimated Costs, Kindergarten, \*Master Plans, Primary Grades, Program Administration, Program Development, \*Statewide Planning

Identifiers—\*California

California's Early Childhood Education Proposal for kindergarten through the third grade is presented. This plan is intended to restructure primary education in California. The background of the plan and its intentions are covered in an introductory section on early childhood education in California. Part one: plan for early childhood education deals with: (1) the importance of early childhood education; (2) the problems involved; (3) recommendations for coordinating and strengthening early childhood education; (4) development and implementation of the school district plan; (5) the role of the State Department of Education; and (6) the functions of other agencies. Part two: financial resources and legislative proposals for the early childhood edu-

cation program in California deal with: (1) estimated enrollment and costs of the early childhood education program; (2) parent participation in the program; (3) extended day care and the early childhood program; (3) administration of the early childhood education program by the State Department of Education; and (4) other legislative Provisions. Specific estimated budgeting and enrollment figures are presented in tables. (KM)

ED 073 842 PS 006 378

Hlavsa, Jaroslav

The Psychology of Creativity: A Bibliography up to 1970.

Research Inst. for Machinery Technology and Economics, Prague (Czechoslovakia). Inst. of Engineering.

Pub Date Apr 72

Note—359p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Bibliographies, \*Creativity Research, Foreign Language Books, Foreign Language Periodicals, \*Psychological Studies, Resource Materials

This bibliography contains 2,419 references concerning the psychology of creativity. References are in seven languages, predominantly English. The introduction and notes are in both Czech and English. (KM)

ED 073 843 PS 006 379

Riegel, Klaus F.

Language as Labor: Semantic Activities as the Basis for Language Development.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-52

Pub Date Nov 72

Note—45p.; Preprint of a chapter to appear in K. F. Riegel (Ed.), "Structure, Transformation, Interaction: Developmental and Historical Aspects" (Vol. 1. Topics in Human Development) Basel: Karger, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, \*Cognitive Development, Cognitive Processes, \*Concept Formation, \*Infants, Interaction, \*Language Development, Linguistic Competence, \*Linguistic Theory, Money Systems, Preschool Learning, \*Psycholinguistics, Semantics, Syntax, Technical Reports, Transformation Theory (Language)

Identifiers—Chomsky (N), Piaget (Jean)

The processes by which the young child recognizes and regenerates some invariant and organizational properties of language are discussed. In these processes the child conjoins and contrasts recurrent segments—perhaps a recurrent word-of-the messages presented to him. After repeated exposure to messages containing a common segment, the child recognizes the invariant segment. Both the identification of meanings and the formation of classes can be explained on this basis. In the first section, language acquisition is discussed as an unadulterated process of activities with little consideration for the products and structures generated. Linguistic operations are compared with those in economy through the comparison of three stages in the development of monetary systems—the barter system, the coinage system and the debenture system—with three stages in the origin, development and study of language—the proto-language, the token language, and the interaction language. It is argued that the intellectual processes involved are roughly comparable to Piaget's three stages of cognitive development—the periods of sensory-motor activity, concrete operations and formal operations. In the second section, the acquisition of the semantic and syntactic organization of language is emphasized. All these acquisitions succeed through active operations by the child with and upon the relational information given. These operations consist of intersecting or composing, conjoining or aligning relational information. (Author/KM)

ED 073 844 PS 006 380

Dittmann, Laura L., Ed.

Training for Child Care: Suggested Content for Minimum Training Requirements.

Maryland Community Coordinated Child Care (4-C) Committee, Baltimore.

Pub Date Aug 72

Note—36p.; Publication No. (4-C) 010

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—Bibliographies, \*Child Care Workers, Child Development, \*Curriculum Guides, Day Care Services, Early Childhood Education, Employment Qualifications, \*Inservice Education, Instructional Materials, Job Training, Play, Preschool Programs, Resource Materials  
Identifiers—\*Maryland

This curriculum guide for child care workers is oriented toward fulfilling the Maryland State requirements for personnel in early childhood programs. A tabulated summary of qualifications is presented for personnel in early childhood programs as required by State Departments of Health and Mental Hygiene, Education, Employment and Social Services. The suggested guides for training personnel who need 64 classroom hours in early childhood education are divided into the following sections: (1) points to consider when planning training; (2) interpretation of the regulations; and (3) curriculum guides for training. The curriculum guides consist of: (1) program for the children—play and related activities, routines and schedules, teacher-child-parent relationships; (2) areas child care personnel need to understand about preschool children—normal growth and development, self-concept, normal behavior and misbehavior, relationships with others, meaning of play, how young children learn, furnishing materials for play, adult role in play experiences, scheduling day, arranging indoor and outdoor play areas, meals, staff relationships; (3) program topics—programs for young children, why are they good?, how is a good program developed?; (4) traditional approach—child growth and development and early childhood program as a learning environment; and (5) early childhood programs, growth and development, and the educational program. (KM)

ED 073 845 PS 006 381

Regan, Ellen M. And Others  
Evaluation and Implementation of the Conceptual Skills Program.

Pub Date Feb 73

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 25 - March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, \*Concept Formation, \*Curriculum Evaluation, \*Kindergarten, Parent Attitudes, \*Skill Development, Student Attitudes, Teacher Evaluation, Technical Reports, Thought Processes

The evaluation of the Conceptual Skills Program, a curriculum program for the kindergarten, and teacher implementation of the program are reported. The evaluation was comprised of three components. The first, an estimate of student achievement, relied mostly on the comparison of the performance of program objectives of kindergarten classes in 12 schools in which the program was initiated in the fall of 1971 with the performance of program objectives of the children who had immediately preceded them in the same schools and who had not received the program. Additional data were collected from the classes of teachers in the area who were teaching the program for the second or third year. Results indicated significantly greater conceptual skills achievement by students exposed to the program. The second component, a student attitude measure, estimated the relative performance of children for Conceptual Skills and seven other in-and-out-of-school activities. Data were collected from all children receiving the program, which necessitated devising a group-administered attitude test for children unable to read or write. Students ranked the Conceptual Skills Program lowest. Opinion data from parents, the third component, were also collected, using an interview-questionnaire technique for a random sample of parents. Generally, parents were well informed about the program and approved of it. Ten teachers were observed and evaluated in their use of the program. (Author/KM)

ED 073 846 PS 006 383

Katz, Phyllis A. Zalk, Sue Rosenberg  
Perception of Racial Cues in Preschool Children.

Pub Date Feb 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, \*Attitude Tests, Caucasians, Kindergarten, \*Learning Modalities, Negroes, Nursery Schools, \*Preschool Children, \*Racial Differences, Sex Differences, Speeches, \*Visual Perception  
Identifiers—Doll Choice Task

The prediction that children would have more difficulty learning to differentiate faces of another race than their own, even though objective differences were constant, was tested. A discrimination task, consisting of two schematic drawings of faces cut from varying shades of brown (Caucasian), pink-tan (Negro) and green (control), and a doll choice task, using two black and two white dolls (one of each sex) were administered to 192 integrated nursery schools and public kindergartens. They were equally divided as to age, sex, and race (black or white). The younger group averaged 3 years 11 months and the older group 5 years and 2 months. Each subject was tested individually; half of each group was tested by a white examiner and half by a black examiner. An analysis of variance was carried out on the scores obtained on both tasks. Results showed that the prediction that children would have more difficulty learning to differentiate faces of another race was confirmed with both black and white children. The pattern of the results on both tasks indicated that responses based upon racial cues are already quite complex in three-year-old children. On the discrimination learning task, black children learned more quickly, and the performance of younger children was enhanced when tested by an examiner of another race. When the lighter member of the pair was reinforced in the discrimination learning task, all children learned more easily. The doll choice showed that both black and white preschool children strongly prefer the white dolls. Tables provide the study data. (DB)

ED 073 847 PS 006 385

Walls, Richard T. Rude, Stanley H.  
Exploration and Learning-to-Learn in Disadvantaged Preschoolers.

West Virginia Univ., Morgantown. Dept. of Educational Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 15 Aug 72

Note—16p.

Available from—Richard T. Walls, Educational Psychology, 806 F.T., West Virginia University, Morgantown, West Virginia 26506

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Compensatory Education Programs, \*Disadvantaged Youth, \*Discrimination Learning, \*Learning Motivation, \*Preschool Education, Research Methodology, \*Stimulus Behavior, Technical Reports, Transfer of Training  
Identifiers—\*Project Head Start

The study assessed contributions of different novelty pairings and reward types to exploration behavior across three successive discrimination learning problems in a 3 x 2 x 3 mixed design. After learning a simple two choice discrimination problem, Headstart subjects responded to six double reward trials and six extinction trials. A learning-to-learn effect occurred with regard to both problem solution and decision time. Epistemic curiosity was evident across problems to the extent that children would explore a novel object even after learning that the familiar object was associated with reward. Reward type did not affect response selection but did increase response latency on initial double reward trials. (Author)

ED 073 848 PS 006 387

Savage, James E., Jr. Friedman, Philip  
Effects of Race of Subject and Experimenter on the Order of Free Recall of Affective Lists.

Pub Date Sep 72

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Behavior, Analysis of Variance, Caucasian Students, Grade 6, Negro Students, Psychological Studies, \*Race Influences, \*Recall (Psychological), Research Methodology, Speeches, \*Verbal Stimuli, \*Word Lists

The affective attribute in free recall was investigated in relation to the order in which words

are recalled. A factorial analysis was employed to determine the effect of certain emotionally arousing words on the recall of these words by black and white subjects. Both black and white experimenters were also employed to test a total of 48 subjects. The most important result was that black subjects held back affective words in free recall significantly more than white subjects. No contextual effect of the race of experimenter was found. The study shows the importance of the affective attribute in the order of free recall. (Author)

ED 073 849 PS 006 388

Klein, Zanel E., Comp.

Research in the Child Psychiatric and Guidance Clinics: A Bibliography (1923-1970).

Chicago Univ., Ill. Dept. of Psychiatry.

Pub Date Sep 71

Note—62p.

Available from—University of Chicago, Department of Psychiatry, 950 East 59th St., Chicago, Illinois 60637 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, \*Bibliographies, \*Child Psychology, \*Mental Health Clinics, Parent Participation, \*Psychotherapy, \*Research Reviews (Publications)

This 1,131-item bibliography focuses upon research which centered on or included children 12 years of age and younger, who were not substantially below average in intelligence or grossly handicapped neurologically, and who had problems commonly considered appropriate for treatment in child guidance and out-patient psychiatric clinics. The studies were published before January 1971 in English. The 12 sections of the bibliography are: Normative and Epidemiological Studies; Description and Classification; Familial and Parental Variables; Child (Client) Variables; Validity and Reliability of Anamnestic Data; The Clinic; Psychological Testing and Test Data; Treatment; Therapist Variables; Follow-up and Treatment Outcome Studies; Investigating Child Therapy; and Outside the Clinic. An author index is provided. (DB)

ED 073 850 PS 006 389

Hunt, J. McVicker

Sequential Order and Plasticity in Early Psychological Development.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 24 May 72

Note—20p.; Paper presented at the Jean Piaget Society's Annual Symposium, (2nd, Temple University, Philadelphia, Pa., May 24, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, \*Child Development, \*Developmental Psychology, \*Early Childhood, Infants, Longitudinal Studies, \*Psychomotor Skills, Speeches, Technical Reports

Four issues related to psychological development are discussed. These issues concern: (1) the criteria by which the separate levels, or structures, or stages of psychological development are to be identified; (2) the principle by means of which these configurations are to be ordered; (3) the nature of the transitions taking place between developmental landmarks, stages, or states; and (4) the nature of the processes within the individual and between the individual and his circumstances which account for the transformations from one stage or state to another. Criteria used in producing six ordinal scales of sensorimotor development were: (1) ease of elicitation, (2) observer agreement, and (3) theoretical meaningfulness. Sequential organization of behavioral landmarks must come from longitudinal studies of infants examined repeatedly during their development; inevitable sequentiality calls for longitudinal studies of infants developing under as wide a variety of cultures and conditions as feasible. Behavioral landmarks imply any of several forms of transformation. The characteristics of the transformations between successive levels or states are implicit in the nature of the differences between the characteristics of the observable behavioral landmarks of successive levels. Cross-sectional data derived from children developing under three differing sets of rearing conditions and data from two longitudinal studies are provided, which indicate great variation in the ages at which infants and young children achieve the various levels of object construction which are



correlated with their environmental circumstances. (DB)

ED 073 851 PS 006 391

Levine, Jacob  
From the Infant's Smile to Mastery of Anxiety:  
The Developmental Role of Humor.

Pub Date Sep 72

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Anxiety, \*Cognitive Development, Communication (Thought Transfer), \*Early Experience, \*Humor, \*Infancy, Psychological Needs, \*Social Development

The smiles and laughter of an infant form the beginning of the developmental process of interpersonal interaction and socialization. The earliest smiles are automatic expressions of internal states, but soon infants' smiles are communications of pleasure. The developmental changes in smiling and laughing in early infancy reflect the rapidity with which these emotional responses become important elements in the interactions between the infant and his social environment. The importance of smiling and laughter is demonstrated by clinical observations of their absence; distressed or frightened infants do not smile or laugh. Recent investigations point to humor as an essential component of the normal growth process. Humor provides the individual with the opportunity to re-experience the gratifications of cognitive and interpersonal mastery. An important determinant of children's humor responses is the degree to which the humor requires them to use their cognitive abilities maximally. Humor is conceptualized here as a reassertion of one's competence and its antithesis, anxiety, as a painful state of helplessness. Humor is frequently used to dispell anxiety; by secondary reinforcement humor becomes a learned motive to experience mastery in the face of anxiety—the "whistling in the dark" phenomenon. Humor development parallels the stages of cognitive and psychosocial development. Humor is used to circumvent prohibitions, express aggression indirectly, and can be used to facilitate learning. (KM)

ED 073 852 PS 006 392

Willie, Charles V.

The Social Adjustment of Neighborhood and Bused Children.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Bus Transportation, Elementary Grades, \*Negro Youth, Rating Scales, School Integration, \*Social Adjustment, Socioeconomic Background, Teacher Attitudes, Technical Reports

A study was conducted during the 1964-65 school year to determine the kinds of social adaptation made by inner-city black children who were bused to two middle-class, predominantly white elementary schools and by white students new to the same schools. Two-way social adjustment ratings (from students and teachers) were obtained on about half of the black students and about 3/4 of the white students. Results showed that a majority of the children, black and white, adjusted well to their new school. A discrepancy existed between the opinions of teachers and students about their adjustment; teachers tended to rate white students as well adjusted more frequently than they themselves did and black students as poorly adjusted more frequently than they themselves did. It is considered that this tendency on the part of the white teachers may result from a persistence of racial myths and social Darwinism. It is also suggested that, considering the weight a teacher's opinion carries, the maladaptations which are said to exist among some low-income minority group students may be a self-fulfilling prophecy. [Not available in hard copy due to marginal legibility of original document] (KM)

ED 073 853 PS 006 393

Neubert, Ann B.

A Way of Learning. A Montessori Manual.

Xavier Univ., Cincinnati, Ohio.

Pub Date 72

Note—197p.

Available from—The American Montessori Society, 175 Fifth Ave., New York, New York 10010 (\$8.50, paper; 10% discount on orders of 10 or more copies)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Early Experience, Educational Innovation, Instructional Materials, \*Open Education, Preschool Children, Preschool Education, Preschool Learning, \*Preschool Programs, Preschool Teachers, \*Self Directed Classrooms, Student Centered Curriculum, Student Teacher Relationship, Teacher Role, \*Teaching Guides

Identifiers—\*Montessori (M)

This teaching manual for the Montessori method covers the following areas: (1) short survey of Maria Montessori's life and work; (2) beginning concepts of Dr. Montessori's approach; (3) pedagogical methods used in the "children's houses"; (4) reactions to Dr. Montessori's educational approach at the start of the 20th century; (5) Montessori today; (6) the Montessori philosophy; (7) psychic life of the child; (8) the absorbent mind; (9) the mathematical mind; (10) sensory level, sensitive periods; (11) inner motivation, self-motivation; (12) individual learner, auto-education, self-teaching; (13) inner discipline, freedom; (14) sequential learning; (15) the prepared environment; (16) approach to the child; (17) the teacher; (18) the roles of the teacher; (19) the interrelationships: child/teacher/environment; (20) orientation through order; (21) ground rules; (22) the fundamental lesson; (23) the three-period lesson; (24) the lesson plan; (25) points of interest; (26) control of error; (27) how to prepare learning materials; (28) how to display learning materials; and (29) observation. (KM)

ED 073 854

Rowen, Betty

Emerging Identity through Movement.

Miami Univ., Coral Gables, Fla. School of Education.

Pub Date 15 Nov 72

Note—12p.; Notes from a Workshop presentation at the NAEYC Convention, Atlanta, Georgia, November 15-16, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Concept Formation, Early Childhood, \*Early Experience, Emotional Development, Infancy, \*Kinesthetic Perception, Motor Development, Perceptual Development, Preschool Learning, \*Self Concept, Social Development, Speeches

Movement is one of the primary ways in which the young child finds out about his world. Experiences in movement help the young child to develop a healthy sense of identity. Through movement, children: (1) learn, as infants, to distinguish themselves from the outside world; (2) find out what they can do and how they can affect their environment; (3) discover their own body parts and develop self-concept as they learn different ways to use them; (4) develop creativity by inventing new movement; (5) express emotions through movement and, possibly, learn that others feel the same emotions; and (6) learn to identify themselves with a group and, possibly, develop ethnic pride through movement experiences. Thus movement involved the physical, cognitive, affective and social developmental areas. (KM)

ED 073 855

Kagan, Jerome

Cross-Cultural Perspectives on Early Development.

Harvard Univ., Cambridge, Mass. Lab. of Social Relations.

Spons Agency—Association for the Aid of Crippled Children, New York, N.Y.; Carnegie Corp. of New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 26 Dec 72

Note—42p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., December 26, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Child Development, \*Cognitive Development, Cognitive Tests, \*Cross Cultural Studies, \*Early Experience, Infant Behavior, Preschool Learning, Psychomotor Skills, Sensory Deprivation, Speeches, Technical Reports

Identifiers—\*Guatemala, Piaget (J)

The popular view among American psychologists has been that there is a continuity of psychological structure that is shaped by early experience. Data gathered in studies of Guatemalan villages imply serious discontinuities in the development of particular cognitive competencies and capacities for affect through preadolescence. The first two years of life are not a good predictor of future functioning in all environmental contexts. Separate maturational factors seem to set the time of emergence of basic cognitive functions, although experience can slow or speed up that emergence to a degree. In the Guatemalan villages observed, infants are permitted very little activity in the first 15 months, are not allowed outside, have little to play with, and are seldom played with. These infants exhibit extreme motoric passivity, but they develop normally in childhood. Identical procedures involving color and movement were administered to American and Guatemalan infants. Guatemalan infants were significantly less attentive than the Americans, and Americans had longer fixation times. To test the reversibility of the apparent slowing of cognitive growth in the Guatemalan child, cognitive tests were administered to rural and urban middle-class and economically disadvantaged preadolescents. Their performance on tests of perceptual analysis, perceptual inference, recall and recognition memory was comparable to American middle-class norms. Certain data suggest that economically disadvantaged American and Guatemalan children aged 5-9 are from one to three years behind middle-class children in demonstrating some cognitive skills but that these competencies emerge by age 10 or 11. (KM)

ED 073 856

Jones, Nancy, Comp.

Licensed Pre-School Child Care Programs, 1972-1973.

Springfield Area Community Coordinated Child Care (4-C) Committee, Mass.

Pub Date Aug 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Child Care Centers, \*Directories, Preschool Education, \*Preschool Programs, Program Descriptions

Identifiers—Massachusetts, \*Springfield

This directory of licensed preschool programs in the greater Springfield, Massachusetts, area was compiled from responses to a questionnaire mailed to each program licensed by the city and regional Departments of Public Health. In addition to the address, telephone number, and name of the director, the following information is given for each listing—type of program, age range of children accepted, requirements for entrance, number of months of the year the program operates, hours of the day the program operates, fee for the service, maximum number of children for which the center is licensed, and objectives of the particular programs. (KM)

ED 073 857

Stirling, Nora

Stop, Look, and Listen: Children Ahead.

Family Service Association of America, New York, N.Y. Plays for Living; Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—DHEW-OCD-72-61

Pub Date 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Compensatory Education Programs, \*Dramatic Play, Guides, Parent Counseling, \*Parent Teacher Cooperation, Preschool Education, \*Preschool Programs

This play, commissioned by Project Head Start, is designed to stimulate discussion and deepen understanding of key issues surrounding the confusion and conflicts that often arise when parents and professionals become entangled in disputes over "who is in charge" of the Head Start program. Guidelines for a discussion session following presentation of the play and suggested questions for the audience are provided. (KM)

ED 073 858

Early Childhood Education Information.

Pub Date 26 Jan 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Educational Objectives, \*Kindergarten, \*Primary Grades, Program Budgeting, Program Descrip-

tions, \*State Legislation, State Programs, \*Statewide Planning  
Identifiers—\*California

Information is provided concerning California's newly enacted Early Childhood Education Program. The plan calls for restructuring the K-3 program to allow for: (1) lower adult-pupil ratios; (2) individualized, diagnostic instruction; (3) parent participation and involvement; (4) parent education; and (5) expanded inservice education to upgrade teacher preparation and train aides, volunteers, and parents to assist the teacher. A point-by-point analysis of the bill, a summary of the report of California's Task Force on Early Childhood Education, and actual and projected allocations for 1973-74 through 1980-81 are provided. (KM)

## RC

ED 073 859 RC 003 555

**Indian Education. Part 4, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 16 Apr 68

Note—460p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Acculturation, \*American Indians, Community Involvement, \*Dropout Research, \*Educational Problems, \*Government Role, Health Services, Housing, \*Population Education, Reservations (Indian), Self Esteem, Statistical Analysis, Tables (Data)  
Identifiers—\*Sioux Indians

Proceedings of the hearings before the special subcommittee on American Indian education, prepared statements of the witnesses, and additional articles, papers, and publications are included in this report. Statements were presented by an educational specialist, a psychiatrist, and other representatives from the various Indian tribes in Nebraska, Minnesota, and South Dakota. These statements generally describe the conditions within selected Indian communities and the government's effort or lack of effort in alleviating these conditions. Also included in the document are the following: "A Study of the Theoretical Childhood Behavioral Consequences of Dakota, White-American Value Confrontation"; "Whiteman Medicine, Indian Medicine, and Indian Identity on Pine Ridge Reservation"; "Oglala Sioux Model Reservation Program: The Development Potential of the Pine Ridge Indian Reservation"; and 5 issues of the Pine Ridge Research Bulletin, in which general characteristics of the Indian population, "A Statistical Analysis of the Oglala Sioux Family Organization," and "Family Planning at Pine Ridge" are covered. Also, a memorandum is included on the Indian Education Needs of the Turtle Mountain Area. Information which has been deleted from this document is available as ED 001 130, ED 003 853, and ED 016 529. (HBC)

ED 073 860 RC 006 347

**Ehanni Ohunkaka. Curriculum Materials Resource Unit.**

Black Hills State Coll., Spearfish, S. Dak.; Red Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-I-H-004

Note—197p.

Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

Document Not Available from EDRS.

Descriptors—\*American Indians, Anthropology, \*Cultural Background, Curriculum Enrichment, Ethnic Groups, Grade 9, History, \*Instructional Materials, Legends, \*Literature, \*Methodology, Religious Education, Reservations (Indian)  
Identifiers—\*Oglala Sioux

The first of 6 experimental units, the instructional material presented in this document is directed to the 9th graders of the Oglala Sioux people. The stories presented are from the literary tradition of the Sioux people. The stories in-

cluded are of 3 categories: (1) Ehanni (meaning a very long time ago) stories, which explain the creation and how things came to be; (2) Ohunkaka stories, telling of a time after the Sioux people had come to the surface of the world and before the times of their great-great-grandfathers; and (3) Ehanni Wicowagake stories, which tell the history of the Sioux people, based on historical fact. The 3 groups of stories tell of the coming of religious rites, lessons to be learned, social behavior, manners, and courtesy. Various explanations and illustrations are also included to help the reader comprehend the material. Related documents are ED 067 172, and ED 066 236 through ED 066 240. (FF)

ED 073 861 RC 006 760

**Edington, Everett D. Conley, Howard K.**

**Career Education Handbook for Rural School Administrators.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Feb 73

Contract—OEC-1-6-062469-1574

Note—97p.

Available from—Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, N.W., Washington, D.C. (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Guides, \*Career Education, Elementary Schools, High Schools, Inservice Education, Instructional Materials, Integrated Curriculum, Job Placement, Junior High Schools, \*Objectives, \*Program Planning, \*Rural Schools, Skill Development

Career education is defined in this handbook as a comprehensive educational program wherein the student's attention is focused on careers, beginning in grade 1 or earlier and continuing through the adult years. It is noted that the expected outcomes of career education are that every student will develop the competencies necessary for life and for making a living. Implementation of an integrated career education program is described in terms of the administrative plan, curriculum development, instructional development teams, pupil personnel services, the school organizations and activities program, placement services, staff development, community involvement, advisory committees, and evaluation. Three levels of career education programs are discussed: (1) the program designed for the elementary school, which should be developmental; (2) the junior high school program, which is basically explorative; and (3) the high school program, which is built upon the cumulative experiences of the student and which provides opportunities for investigating careers in depth. Lists of career development materials and audiovisual and instructional materials are included, along with copies of suggested resource questionnaires, data card file forms, and letters to be used in developing a career education program. (PS)

ED 073 862 RC 006 803

**Jackson, Gregg Cosca, Cecilia**

**The Equality of Educational Opportunity within Ethnically Mixed Classrooms.**

Commission on Civil Rights, Washington, D.C.

Pub Date 1 Mar 73

Note—26p.; Paper prepared for American Educational Research Association meetings, New Orleans, Louisiana, March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Anglo Americans, \*Classroom Integration, \*Educational Equality, Educational Opportunities, Ethnic Groups, Grade 4, Grade 8, Grade 10, Grade 12, \*Interaction Process Analysis, \*Mexican Americans, \*Teacher Influence

Identifiers—\*Flanders System of Interaction Analysis

Teacher-pupil interactions among students of different ethnic groups, with particular focus on possible disparities between Mexican Americans and Anglos, were compared. Data were also collected on Blacks and other ethnic group students, but the number of these students proved inadequate for statistical analysis. Classroom observations in rural, urban, and suburban schools in California, New Mexico, and Texas enrolling substantial numbers of Mexican American students were used. Data from 429 English language arts

classrooms in grades 4, 8, 10, and 12 were analyzed using the Flanders Interaction Analysis system to code teacher-pupil interactions; and 22 school, classroom, and teacher characteristics were investigated. The system was modified in order to code the predominant classroom behavior with reference to the most appropriate Flanders category and to the identity of the student involved. The coding of raw data was modified to allow for sensitive analysis of possible disparities among students of different ethnic groups. The coding was done by 5 observers who spent 45 minutes in the 4th grade classes and the entire period in the other classes. Findings indicated significant differences between Mexican American and Anglo students in terms of teacher praise or encouragement, teacher acceptance, teacher questioning, teacher's positive feedback, all non-criticizing teacher talk, and all student speaking. (NQ)

ED 073 863 RC 006 810

**Edington, Everett D. Stans, Patricia**

**Small Schools Can Be Better Schools by Building on Their Strengths.**

Pub Date 28 Mar 73

Note—16p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Secondary Schools (78th, Chicago, Ill., March 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Attitudes, Curriculum, \*Economic Factors, \*Educational Innovation, Guidance Services, Inservice Education, \*Rural Schools, Shared Services, \*Small Schools, Student Teacher Ratio, Technology, Vocational Education

The major thesis of this paper is that it is necessary for those people concerned with rural education and small schools to accept 3 challenges—to take full advantage of available rural opportunities, to realize limitations of rural life, and to be aware of responsibilities not only to Rural America but also to an America where there are no divisions between rural and urban communities. Information on small schools was presented in the areas of finances, curriculum, provision of shared services, improvement of teacher quality and performance, improvement in the use of technology, and provision of guidance services in rural schools. It was concluded that some of the major advantages of small schools were the close ties which exist between the student and his home community and the opportunities which exist for more individualized instruction. (PS)

ED 073 864 RC 006 814

**Tait, John L. Johnson, Arthur H.**

**Iowa Population Trends.**

Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Report No—ICES-Pm-517

Pub Date Sep 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Groups, \*Area Studies, \*Census Figures, Community Services, \*Demography, Migration Patterns, Planning, \*Population Trends, Reproduction (Biology), \*Rural Population, Sex Differences, Tables (Data)

Identifiers—\*Iowa

The trends in population distribution and the composition of Iowa's population are reported in this document in order to provide the leaders and citizens of Iowa with information to assist them in making decisions relating to growth and development. Birth and death rates, rural and urban residence, population by race, and age structure are discussed under the heading of United States and Iowa Population Trends. Rural-urban trends and migration are discussed under the headings of Area Population Trends and County Population Trends. It was found that population growth has remained steady and that out-migration has declined in Iowa between 1960 and 1970. Significant shifts have occurred in the number and proportion of people living in rural and urban areas—the rural population has continued steadily to decline, while the trend toward urbanization has continued. The Black population (1.2% of the total population) has increased more than 7,000, up about 28% from 1960. American Indians, Japanese, Chinese, and other races increased from nearly 3,500 in 1960 to slightly over 9,000



in 1970. The findings also indicated that, during the 1960s, Iowa's birth rate has declined and its death rate has increased and that the 65 and over age group increased by nearly 22,500, an increase from 11.9% to 12.4% since 1960. Some implications of the population shifts are discussed in terms of employment trends and the planning of community services. (HBC)

**ED 073 865** RC 006 815

Tait, John Lawrence  
Power Structures by Issue Areas in Five Iowa Communities.

Pub Date 70

Note—166p.; Doctoral dissertation submitted to the Iowa State University, Ames, Iowa  
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Change Agents, \*Community Change, Doctoral Theses, Leadership, \*Power Structure, Research Needs, \*Rural Areas, Social Change, \*Social Systems  
Identifiers—\*Iowa

The general objective of this dissertation was to study, observe, and analyze the phenomena of social power in 5 Iowa communities. The specific objectives were to define a social system model, a social power model, and the methodology used for the delineation of persons perceived to be power actors; to determine the extent to which the power actors were perceived to have social power in different issue areas in 5 communities; and to generate some suggestions and implications. The procedures for identifying the power actors involved 3 phases: (1) external community knowledgeable were interviewed, (2) internal community knowledgeable were interviewed, and (3) 92 power actors were interviewed with a formal field schedule. Major findings were that empirical data did not support the general hypothesis that power structures will vary by issue area and that the data tended to support the hypothesis that community power structures were more polymorphic as the size of the community increased. Twelve suggestions for social scientists doing future power structure research were included, along with 7 implications for change agents. (PS)

**ED 073 866** RC 006 816

Equal Educational Opportunities for the Spanish-Speaking Child. Bilingual and Bicultural Educational Programs.

Commission on Civil Rights, Washington, D.C.

Pub Date [71]

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Education, Community Involvement, Comprehensive Districts, Educationally Disadvantaged, English (Second Language), \*Equal Education, \*Federal Programs, Government Publications, \*Minority Group Children, Pamphlets, \*Spanish Speaking  
Identifiers—\*Elementary and Secondary Education Act Title I, \*Elementary and Secondary Education Act Title VII

The purpose of this booklet is to provide a brief and concise outline of those Federal education programs which are of most interest to the Spanish-speaking community. The programs described are those funded under Title I and Title VII of the Elementary and Secondary Education Act (ESEA) of 1965. A description of Title VII, how it works, who participates in its programs, and how a comprehensive Title VII program can be instituted in an individual school district, is given. The Bilingual School, Let's Be Amigos, and the Houston Independent School District Bilingual Education Program are examples of promising Title VII programs. The explanation of Title I of the ESEA includes discussions concerning the difference between English-as-a Second Language under Title I and Bilingual Education under Title VII, Title I and the Spanish-Speaking Child, how Title I works, who participates, and questions to be asked of local school boards to ascertain what each district is doing with Title I money to assist Spanish-speaking children. Other programs offering specialized help—Head Start; Follow Through; Upward Bound; Talent Search; School Breakfasts-Lunches and Milk; Dropout Prevention; School Library Resources, Textbooks, and other Instructional Materials; and Supplementary Educational Centers and Services—are described. (HBC)

**ED 073 867** RC 006 817

Sharp, Emmitt F. Kristjanson, G. Albert  
Manitoba High School Students and Drop-Outs.  
Manitoba Dept. of Agriculture, Winnipeg.

Pub Date [63]

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, \*Dropout Research, \*Educational Objectives, \*High School Students, Intelligence Quotient, Labor Force, \*Occupational Aspiration, \*Rural Areas, Socioeconomic Status, Tables (Data)  
Identifiers—\*Manitoba

Three generalized variables were posited as being of major importance in structuring the aspirations of high school youths: the knowledge held by the youth with regard to the various occupational roles, the manner in which the various occupational alternatives were evaluated by him, and the self-evaluation by the student in which he assessed the likelihood of successful performance in the various roles. Four variables—level of occupational aspiration, level of educational aspiration, socioeconomic status, and intelligence—were measured for 1,844 students and 408 dropouts. Major findings were that the best predictor of both aspirational variables was past academic performance followed by measured intelligence, that there were strong relationships between staying in school and levels of occupational and educational aspirations, that a close relationship existed between staying in school and the ability of the individual respondents as indicated by both measured intelligence and past academic performance, and that substantial relationships were revealed between staying in school and a variety of family characteristics. An analysis of the data was presented in tabular form. (PS)

**ED 073 868** RC 006 818

Isquith, Robert N., Comp. Webb, Charles T., Comp.

Spanish-Language Health Communication Teaching Aids. A List of Printed Materials and Their Sources.

Health Services and Mental Health Administration (DHEW), Bethesda, Md. Office of Communications and Public Affairs.

Report No.—DHEW-HSM-72-19

Pub Date Jul 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcoholism, \*Bibliographies, Communicable Diseases, Dental Health, Drug Education, Family Planning, \*Health Books, Health Education, Nutrition, \*Publications, \*Reference Materials, \*Spanish

Over 450 Spanish printed materials about the various aspects of health and their sources are listed in this publication. Italics are used to indicate either the translation of Spanish titles or the titles of English-language editions. Publications with bilingual texts are shown by hyphenated titles. Information about the distribution of materials and their prices, if any, is given for most of the materials. Some of the health areas discussed in these materials are alcoholism, allergies, cancer, dental health, drugs, prenatal care and infant care, tuberculosis, nutrition, diabetes, health education, children's health, consumer education, environmental health, family planning, and venereal disease. The materials are indexed by subject area. (NQ)

**ED 073 869** RC 006 819

Gomez-Q., Juan, Comp.  
Selected Materials on the Chicano.

Cultural Center.  
California Univ., Los Angeles. Mexican American Cultural Center.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, Books, \*Cultural Background, Films, \*Mexican American History, \*Mexican Americans, Newspapers, Periodicals, \*Resource Materials, Statistical Data

Over 200 selected materials on the Chicano are listed in this bibliography. These materials include bibliographies, statistical materials, books, articles, journals, films, and newspapers which pertain to the Mexican American population. The materials consist of such topics as the Mexican American community; their culture, history, heritage, education, economics and labor; their folklore and mythology; political science; law and justice; migration; psychology; public health; sociology and anthropology; and the theater.

While some documents date from the early 1930s, most are dated in the 1960s and 1970s. The addresses of 19 Chicano newspapers are also given. (NQ)

**ED 073 870** RC 006 822

The Indian Today in New York State.

New York State Interdepartmental Committee on Indian Affairs, Albany.

Pub Date 21 Sep 70

Note—21p.; Seventh edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, \*American Indians, \*Background, Educational Opportunities, Health Services, \*Legal Responsibility, Legislation, Reservations (Indian), \*Social Services, \*State Programs  
Identifiers—\*New York State

The status of American Indians in the State of New York and the public services made available to them through various units of state government are outlined. For more than a century and one-half the State of New York, with Federal acquiescence, assumed responsibilities for Indian welfare corresponding to those undertaken by the Federal Government in states west of the Mississippi. Services in the areas of health, education, highways, social services, mental hygiene, and so on are rendered by the New York State departments in accordance with their regular functions and responsibilities. Included in the pamphlet are a summary of the responsibilities and services the state has voluntarily assumed toward its Indian inhabitants, a background of the Indians themselves, and a description of the social services administered by the State of New York toward its Indians. A bibliography and a list of Indian reservations and Indian officials are also furnished. A related document is ED 032 960. (FF)

**ED 073 871** RC 006 829

Bulla, Theodore

Slovene Rural Development: Five Study Reports with Appendix Materials.

Pub Date Mar 73

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agriculture, \*Communications, Community Development, \*Extension Agents, Farmers, \*Information Dissemination, Natural Resources, \*Rural Development, Tables (Data), Technology  
Identifiers—\*Slovenes

Information concerning Slovene rural development was presented in the form of 5 study reports from which statistical notation was deleted for readability. The purpose of these reports was to provide an accurate opinion reading concerning extension program dimensions and target audiences, and to provide information for agronomists (extension agents with specialized agricultural training) employed by local agricultural organizations on the farmer audiences they are servicing. The sample consisted of 543 farmers who were interviewed, and 279 agronomists and 14 legislators who responded to mailed questionnaires. The areas covered in the reports were (1) the program and audience dimensions for the new Slovene Extension Service, (2) the future of agriculture for Slovene farmers, (3) the improvement of Slovene village life, (4) the information-use patterns among Slovene farmers, and (5) a 2-dimensional communication infrastructure-interaction view of the shaping of individual behavior patterns. A list of the social and economic indicator variables and data included in the study was presented along with some of the data in tabular and graphic form. (PS)

**ED 073 872** RC 006 830

Valde, Gary, Comp. Coppedge, Robert O., Comp.

Income and Poverty Data for Racial Groups. A Compilation for Oregon Census County Divisions.

Oregon State Univ., Corvallis. Cooperative Extension Service.

Spons Agency—Governor's Manpower Planning Council, Salem, Oreg.

Report No.—OES-SR-367

Pub Date Sep 72

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, \*Census Figures, \*Demography, \*Family Income, \*Minority Groups, Negroes, Reports, Socioeconomic Influences, Spanish Speaking, Statistical Analysis, \*Tables (Data)

Identifiers—\*Oregon



A summary of information obtained from special runs of the 1970 U.S. Census of Population computer summary tapes is reported. This information includes, for each Census County Division within each Oregon county, population by racial group, family income distribution of racial groups, and poverty statistics. The original impetus for compilation of the data arose from requirements dealing with meeting nondiscriminatory legal standards. The findings, which are reported in tabular form, indicate that about 4 1/2% of Oregon's population is classified as minority. Of a total population of 2,091,385, 34,577 are Spanish Language, 26,308 are Black, and 13,510 are American Indian. The "Other" category, 19,488 persons, is largely composed of Japanese and Chinese. These minority populations are concentrated in the metropolitan areas of Oregon, principally around Portland. The Willamette Valley (location of the state's 3 metropolitan areas) is the home of 67% of the state's Spanish Language population, 46% of the Indians, and 93% of the Black residents of Oregon. Minority family incomes tend to be lower than those of Caucasians, although middle income levels contain relatively large percentages of families in all racial groups. Minority groups do have proportionately fewer in the higher income class, however, and more in the lower classes. (Author/HBC)

**ED 073 873** RC 006 831  
Annual Report of the Arizona Commission of Indian Affairs, 1968-1969.

Arizona Commission of Indian Affairs, Phoenix.  
Pub Date 23 Jun 69  
Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, \*Annual Reports, Education, Employment, Health, \*Problems, Public Relations, Recreation, \*Reservations (Indian), Road Construction, State Laws, \*State Programs, Welfare  
Identifiers—\*Arizona Commission of Indian Affairs

The 1968-69 annual progress report of the Arizona Commission of Indian Affairs deals with the conditions of the American Indians residing within the state of Arizona. The Commission works with various state and Federal agencies which have service relationships with Indian reservations. The Commission is charged by its enabling legislation to consider and study conditions among Indians; to accumulate, compile, and assemble information; and to hold hearings and make investigations on any phase of Indian affairs. Information is provided on the population of Arizona Indian reservations, on the 18 completed Commission projects, with summaries; on the 21 published materials distributed by the Commission; on the annual surveys; on Commission activities; and on the Commission budget, in which operating expenditures are listed. Included in this report are discussions of the Commission's objectives, findings, and recommended actions in the areas of economics, education, employment, health, law and order, minerals, public relations, recreation, roads, and welfare. The 2 appendixes include material on (1) reviews by cooperating state and Federal agencies in the areas of economics, education, employment, health, and welfare and (2) summary reports from: Arizona State University, Northern Arizona University, and the University of Arizona. (FF)

**ED 073 874** RC 006 832  
Leitka, Gene

Program Assessment: University Without Walls, "Flaming Rainbow," Tahlequah, Oklahoma.  
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Mar 73  
Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Alternative Schools, \*American Indians, Educational Programs, \*Higher Education, \*Learning, Program Effectiveness, \*Program Evaluation  
Identifiers—Flaming Rainbow, \*University Without Walls

An educational program assessment of the University Without Walls (UWW), located in Tahlequah, Oklahoma, and known as "Flaming Rainbow," was presented in this document. The evaluation was conducted during March 27-30, 1973. The 6 American Indian participants, who are financially supported by the Bureau of Indian Affairs' (BIA) Higher Education Program, and 3

prospective students were interviewed, as were the center's core staff personnel and the Vista workers. The 4-day assessment period culminated with a visit to the BIA Office in Muskogee, Oklahoma, to assess their conception of the program. The assessment placed emphasis on the testimonies of the students, who articulated the program's effectiveness. Success of the program was noticeable by the advancement made by 3 students who were near graduation. Findings included that there was a need to clarify the UWW goals and objectives in a language understandable to a layman and that the communications network between UWW and the BIA Higher Education Office in Muskogee needed improvement. It was recommended that BIA assistance will be vitally needed in the future should UWW prove to be a viable alternative educational program for Indian people. Included in the appendixes are (1) the fiscal year budget, 1973; (2) the fiscal year budget, 1974; (3) the "Cluster Concept" proposal for expansion; (4) the admission requirements; and (5) a list of institutions participating in the UWW consortium. (Author/FF)

**ED 073 875** RC 006 833  
Holmes, O. Wendell

The Impact of Public Spending in a Low-Income Rural Area: A Case Study of Fort Leonard Wood, Mo.

Economic Research Service (DOA), Washington, D.C.; Missouri Univ., Columbia. Agricultural Experiment Station.

Report No.—AER-135  
Pub Date Jun 68

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Agricultural Laborers, Area Studies, \*Economic Research, Educational Finance, Employment Trends, Facility Case Studies, \*Federal Aid, Government Employees, \*Low Income Counties, Military Personnel, Payroll Records, \*Population Trends, Program Costs, Public Support, \*Rural Areas, Tables (Data)  
Identifiers—\*Fort Leonard Wood, Missouri

The economic effects of Government spending at public installations in rural areas was investigated. Fort Leonard Wood, Missouri, was chosen because of its location in a low-income rural area with relatively high outmigration, a declining agricultural industry base, and few employment opportunities. All of the data relating to Government spending at the Fort were obtained through various personnel at Fort Wood, with the Comptroller's office furnishing the majority of the data. A mail questionnaire was used to determine commuting patterns of civilian employees. From a total of 362 persons chosen at random from mailing lists of employees supplied by the data processing office at Fort Wood, 190 completed questionnaires were returned. Specific topics discussed were the economy of the area; the population migration in Laclede, Miller, Phelps, Pulaski, and Texas counties; the military payroll, the civilian payroll, impacted area funds, and the retail sales taxes at Fort Wood; and the employment multiplier. Specific conclusions were discussed under each topic heading. (HBC)

**ED 073 876** RC 006 835  
Christensen, L. Clair Niederfrank, E. J.

Economic and Human Development on the Fort McDermitt Indian Reservation of Nevada. Progress Report on a Pilot Project.

Department of Agriculture, Washington, D. C. Extension Service.

Pub Date May 71

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Community Development, Cultural Context, \*Economic Development, Education, Evaluation, \*Human Development, Industrialization, Population Trends, \*Reservations (Indian), \*Rural Areas, Welfare Services  
Identifiers—\*Fort McDermitt Indian Reservation, Nevada

A long-range economics and human development program, launched in 1967 by the Fort McDermitt Tribal Council, outlined various projects for improving economic and living conditions on the Fort McDermitt Indian Reservation, including the attraction of small industry. The purpose of this report was to make an informal assessment of development progress on the reservation as a result of the program, giving particular attention to assessment of the first new small industrial

project that had been attracted to the reservation. A description of the reservation was presented in terms of geography, education, housing, health care, employment, population, and community development. The progress and potential for development of the reservation was described, and information on the new industry was presented. Major findings were that the reservation Indians can and are willing to become industrial workers, that the success of the industry project was owing to the fact that it was a "self-reservation" project, that local resource cooperation was essential, that manager-employee relations were important, that the autonomous development corporation idea is better than working through the tribal council, that a democratic group process does not work well with the McDermitt Indians, and that it takes time and patience to start a new industry. Further plans, hopes, and suggestions were also presented. (PS)

**ED 073 877** RC 006 838  
A Directory of Migrant Health Projects Supported Under the Migrant Health Act.

Health Services and Mental Health Administration (DHEW), Bethesda, Md. Community Health Services.

Report No.—HSM-72-6601

Pub Date May 72

Note—106p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Agricultural Laborers, Clinics, \*Community Agencies (Public), \*Health Programs, Hospitals, \*Migrant Health Services, \*State Programs

Health service centers providing health care to migrants are listed by state in this booklet. A code system describes the services provided by the projects. Information listed for each project includes the project name, location, grantee, director, telephone number, service sites, services offered, periods during which the services are offered, peak migration population, and number of patients served in 1971. (PS)

**ED 073 878** RC 006 840  
Tamblin, Lewis R.

Inequality: A Portrait of Rural America.

Rural Education Association, Washington, D.C.

Pub Date 73

Note—63p.

Available from—Rural Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Capital, \*Disadvantaged Youth, \*Discriminatory Legislation, Family Income, \*Federal Programs, \*Human Resources, Manpower Development, Rural Family, \*Rural Population, Tables (Data)

Documentary evidence that Federal spending on human resources development disproportionately favors metropolitan counties over non-metropolitan areas is presented. The first chapter, "What Is Rural America?" focuses on 3 aspects of the rural problem: (1) the problem of definition, (2) the rural population distribution, and (3) the extreme poverty faced by many rural dwellers. Chapter 2 is a study of the distribution of Federal outlays within the U.S. in 1970. It is concluded that rural people do not share proportionately in the distribution of Federal programs, that outlays for defense favor the larger and higher income urban areas, that Federal programs are failing to meet the county's development needs, and that Federal outlays for agriculture and national resources are concentrated in non-metropolitan counties having pronounced population declines and high per capita income. The National Advisory Committee On Rural Poverty is discussed in Chapter 3. The commission's tasks were to make a comprehensive study of American rural life; to evaluate existing programs; and to develop recommendations for action by local, state, or Federal governments or private enterprise. Chapter 4 contains tables which further document the short changing of rural people and communities in the distribution of Federal programs. Metropolitan status and urban orientation are the major groupings used in the tables. (HBC)

**ED 073 879** RC 006 841

Politzer, Robert L. Ramirez, Arnulfo G.

An Error Analysis of the Spoken English of Mexican-American Pupils in a Bilingual School and

a Monolingual School. Research and Development Memorandum No. 103.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Feb 73  
Contract—OEC-6-10-078  
Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Education, \*Error Patterns, \*Language Development, \*Mexican Americans, \*Monolingualism, Morphology (Languages), Oral Communication, Primary Grades, Syntax, Tables (Data)

The study sought to (1) furnish data to be used in further language-error analyses and studies of causes of errors in language acquisition, (2) provide specific data for a basis in constructing pedagogical materials and proficiency tests to be used in teaching English to Mexican American children, and (3) determine whether bilingual or monolingual schooling affects the number and/or the patterning of errors. The sample consisted of 61 Mexican American children attending a monolingual school and 59 Mexican American children attending a bilingual school. The children were shown a silent movie and then asked to tell the story. Their answers were recorded on tape and transcribed. The deviations from standard English were described and categorized into errors in morphology, syntax, and vocabulary and counted as to their relative frequency in order to determine differences due to such independent variables as grade, sex, and type of schooling. Comparisons of frequency were based on comparisons made as to correct usage percentage within the 2 most frequent error categories and overall comparisons of all error frequency made as to number of errors per number of words. Major findings were (1) that deviations apparently were the result of the expected Spanish interference, the improper application of standard English rules, and the influence of nonstandard English dialects and (2) that children in the bilingual school did not differ significantly from those in the monolingual school with respect to frequency of deviations from standard English. (NQ)

ED 073 880 RC 006 843  
South Dakota Indian Recipients of Public Welfare. South Dakota State Dept. of Public Welfare, Pierre.

Pub Date Oct 72  
Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Annual Reports, County Programs, Financial Support, Minority Groups, Reservations (Indian), \*State Programs, \*Statistical Data, Tables (Data), \*Welfare Recipients

Identifiers—\*South Dakota

In October of each year, the Research and Statistics Section of the South Dakota Department of Public Welfare studies the racial makeup of its recipients to report on the proportion of American Indians, the state's largest minority group (32,402 or 4.9% of the state's population according to the 1970 census), receiving assistance under state welfare programs. This article presents the data obtained for October, 1972. The report consists of a number of tables showing the ratio of Indian recipients in each program and the proportion of money expended for their grants. Programs included in the survey are old age assistance, aid to the blind, aid to the disabled, aid to dependent children, and foster care. A summary of the Indian recipient rate by program for each of the last 20 years is presented, showing the trend in Indian participation in welfare assistance. Information by county and by program has been compiled for the reservation and nonreservation counties in separate groupings. (Author/FF)

ED 073 881 RC 006 844

Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Mexican American Education Study.

Commission on Civil Rights, Washington, D.C. Report No.—MAES-5  
Pub Date Mar 73  
Note—68p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Anglo Americans, \*Classroom Integration, Educational Equality, Grade 4, Grade 8, Grade 10, Grade 12, \*Interaction Process Analysis, \*Mexican Americans, \*Teacher Influence  
Identifiers—\*Flanders System of Interaction Analysis

Teacher-pupil verbal behavior in the classroom was assessed to discover if any significant differences existed in the interactions of teachers toward Mexican American and Anglo students. Classrooms were observed in 52 rural, urban, and suburban schools in California, New Mexico, and Texas with a substantial enrollment of Mexican American students. Data from 429 English and social studies classrooms in grades 4, 8, 10, and 12 were analyzed using the Flanders Interaction Analysis system to code teacher-pupil interactions and 22 school, classroom, and teacher characteristics. The differences in the way the teacher interacted with students were measured by the disparities in the Anglo and Mexican American per pupil measures which were calculated for each type of behavior. The coding of the classroom interaction was done every 3 seconds for 10 minutes in each classroom by 5 observers. The observers also coded observed teacher and classroom characteristics, briefly interviewed the teacher, and made a seating chart of the location of each chair and the ethnicity of each occupant while in the classroom. Data were also collected as to whether each observed classroom was tracked and to what degree. Significant differences were found between Mexican American and Anglo students in terms of teacher praise or encouragement, acceptance or use of student ideas, questioning, positive response, all non-criticizing talk, and all student speaking. Related documents are ED 052 849, ED 056 821, and ED 062 069. (NQ)

ED 073 882 RC 006 845

Racial and Ethnic Survey, 1972.

Oregon State Dept. of Education, Salem.

Pub Date 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Annual Reports, Civil Rights Legislation, \*Enrollment Trends, \*Minority Groups, Negroes, Personnel Policy, \*Racial Distribution, \*School Personnel, Spanish Speaking, \*State Surveys, Student Enrollment, Tables (Data)

Identifiers—\*Oregon

Reports submitted by local school districts and intermediate education district offices were reviewed, analyzed, and compared to previous surveys. Information was obtained about all students K-12 and all school personnel, including aides and community agents. The survey information was analyzed to determine what, if any, changes had been made in the racial and ethnic composition of students and school district employees. Information regarding the racial and ethnic distribution of students by district and county, the racial and ethnic distribution of school personnel, the enrollment patterns of minority students in 10th, 11th, and 12th grades by district and county, and the total K-12 statewide minority enrollment as compared to the statewide number of seniors were presented in tabular form. A summary of the data indicated (1) that Spanish-surname and Russians showed the greatest increase in enrollment patterns; (2) that over the past 2 years, the proportion of Black students remained consistently segregated, particularly at the elementary level; (3) that Spanish-surname and American Indians were also racially isolated; (4) that the number of minority educators was low; (5) that there was an urgent need for the establishment of a statewide data collection system pertinent to school achievement, reading and mathematics scores, dropout rate, and follow-up on minority students; and (6) that there had been a stabilization in enrollment patterns over the past year. (HBC)

ED 073 883 RC 006 847

Koebnick, Tom. *Boogie, J. Allan*. Selected Attitudes and Opinions of Michigan's Rural Population. Research Report 169, Development and Public Affairs.

Michigan State Univ., East Lansing. Agricultural Experiment Station.

Pub Date Jun 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agricultural Laborers, \*Attitudes, Crime, Demography, Housing, \*Opinions, Political Issues, Pollution, \*Rural Farm Residents, \*Rural Population, Sex Differences, Unemployment

Identifiers—\*Michigan

The attitudes and opinions of rural Michigan residents were surveyed on selected issues and policies in 1970. The sample included 343 respondents drawn from 34 randomly selected sampling points. Each point was a rural township from which about 10 interviews were made. Responses of the 88 farm and 255 nonfarm residents were compared in the study. Some major areas covered in the interviews were farm policy, political tactics, strikes by farm workers, and the family farm. It was found that meaningful differences in attitudes on certain social issues existed between rural subgroups, that including the respondent's sex as a control variable led to additional insights, that farm males always supported positions interpreted as favorable to agriculture, and that the nonfarm female clearly reflected the consumer orientation. It was noted that, while it was difficult to draw many generalizations from this limited study, sex should be taken into account in future studies of farm families. (PS)

ED 073 884 RC 006 848

Rieger, Jon H. And Others

Profiles of Rural Youth: A Decade of Migration and Social Mobility. Research Report 178, Development and Public Affairs.

Michigan State Univ., East Lansing. Agricultural Experiment Station.

Pub Date Jan 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Aspiration, Community Attitudes, Education, Expectation, Family Income, \*Migration, \*Occupational Choice, Residential Patterns, \*Rural Youth, \*Social Mobility

The early career experiences of a group of young people from a sparsely populated out-migration area of Michigan were studied. In 1957, all the juniors and seniors enrolled in the county's 6 school districts responded to questionnaires which sought to explore several aspects of their situations near the end of high school. Factors examined included the students' opinions of the community, possible expectations to migrate, plans for further training or education, and expectations for entry into the work force. Students who participated in the original study were relocated in 1968, and information was sought on their experience in the intervening period. The restudy questionnaire covered events such as marriage and family formation, further education or training completed, military service, migration and residence, and occupational experiences. Findings from the 1968 study were that a majority of the subjects did move away from their home communities, that a little over one-half of the males and a few females served in the armed forces, that the subjects were dispersed throughout the occupational structure, that occupational achievement was related to residence, that many of the young people had married during the decade, and that most thought that it was necessary for young people to leave the area after high school to pursue desirable career objectives. (PS)

ED 073 885 RC 006 851

Jackson, Stephen L. McCallon, Earl

The Cross-Cultural Attitude Inventory: A Report on Item Analysis and Stability.

Pub Date 73

Note—14p.; Paper presented at American Educational Research Association meeting (New Orleans, Louisiana, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Acculturation, \*Attitude Tests, Bilingual Education, \*Cross Cultural Studies, Group Tests, \*Item Analysis, \*Mexican Americans, Minority Group Children, Statistical Analysis, Tables (Data)

Identifiers—\*Cross Cultural Attitude Inventory

The "Cross-Cultural Attitude Inventory" was constructed to measure 1 of the objectives of the bilingual education project of Region XIII Education Service Center in Austin, Texas, serving children aged 6 to 10 years. The educational objective which needed to be measured was whether "the children are taught the history and cultural heritage which reflect the value systems of



speakers of both languages." The Elementary and Secondary Act, Title VII project sites chosen for testing included the Artesia, New Mexico; the Alice, Texas; and the Los Nietos and Collier County, California, project sites. Data for item analysis were collected through the testing of 313 primary grade children. Graphic symbols of the Anglo and Mexican American cultures were employed in the inventory, which was constructed to evaluate attitude. The results indicated that the inventory may be assumed to provide a gross measure of acculturation suitable for use with groups. The mean score for the Mexican American culture subtest was significantly lower than the score for the Anglo-culture subtest. Among the Mexican items, the Mexican flag, the Spanish word "si," the pinata, the bowl of menudo, and the Mexican hat possessed the highest item-test correlation. Among the United States items, the American flag, the cowboy hat, the piece of bread, and the pickle possessed the highest item-test correlations. (Author/HBC)

**ED 073 886** RC 006 854  
**Evaluation of DHEW Health Manpower Training Programs Relative to Indians. Final Report.**  
 Cresap, McCormick and Paget, Inc., New York, N.Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.  
 Report No.—HEW-08-71-182  
 Pub Date Feb 72  
 Note—236p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Va. 22151 (PB-213-888/6, MF \$0.95, HC \$6.75)

**Document Not Available from EDRS.**

**Descriptors—**\*American Indians, \*Attitudes, Attitude Tests, Career Planning, \*Federal Programs, \*Health Occupations Education, Interest Tests, \*Manpower Development, Medical Services, Professional Personnel

The objectives of this study effort were to identify factors contributing to the shortage of health professionals of American Indian descent, to determine to what extent the Department of Health, Education, and Welfare (DHEW) manpower training programs are acting as mechanisms to aid Indians in reaching the highest levels of health training for which they individually qualify, and to determine the future role of DHEW in developing an adequate pool of health professionals and para-professionals of Indian descent. An "Evaluation of the DHEW Health Manpower Training Programs Relative to Indians" and a companion article entitled "Attitudes and Interests of Indian People Regarding Health Careers" report the findings of the study. Organizations evaluated include the Indian Health Service (IHS), the Bureau of Health Manpower Education, the Office of Education, the DHEW Regional Offices, and other DHEW Federal Government agencies and organizations. Additional chapters are devoted to a summary of conclusions and recommendations and a plan of action. Appendixes include IHS organizations and locations visited; supporting details on Indian employment within the IHS; position descriptions of the Service Unit Training Officer, the Area Indian Health Career Counselor, and the Indian Health Professional Association Coordinator; and criteria for evaluating the interest shown by colleges and universities in Indian students. (HBC)

**ED 073 887** RC 006 855  
**Attitudes and Interests of Indian People Regarding Health Careers.**

Cresap, McCormick and Paget, Inc., New York, N.Y.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—HEW-OS-71-182

Pub Date Feb 72

Note—104p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-2113 889/5, MF \$0.95, HC \$5.45)

**Document Not Available from EDRS.**

**Descriptors—**\*American Indians, \*Attitudes, \*Health Occupations, High School Students, \*Opinions, Paramedical Occupations, Professional Personnel, \*Public Health

The primary objectives of this study were to determine to what extent the Department of Health, Education, and Welfare (DHEW) health

manpower training programs were acting as mechanisms to aid American Indians in reaching the highest levels of health training for which their individual ambitions and capabilities qualified them and to determine the future role of DHEW in developing an adequate pool of health professionals and paraprofessionals of Indian descent. Data were collected by interviews with high school students, Indians in health-related jobs, Indian professionals in health careers, potential employees and health trainees, and students in colleges and in health professional schools. In cases where time did not permit interviews, questionnaires were used. It was found that detailed knowledge of health work was relatively low, that significant weaknesses in the quality and availability of health-related academic courses were reported by former students who are now in health occupations, and that both high school students and potential employees showed a high interest in health-related work. Helping Indian people appeared to be a factor of high priority in career choice. Copies of the questionnaires used and other related materials are appended. (NTIS/PS)

**ED 073 888** RC 006 857  
**Harward, Naomi**

**Socio-Economic and Other Variations Related to Rehabilitation of Mexican Americans in Arizona. Final Report.**

Arizona State Univ., Tempe.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date May 69

Note—99p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Anglo Americans, \*Attitudes, Background, Cultural Factors, Education, Employment, Job Training, Literature Reviews, \*Mexican Americans, Rehabilitation Programs, \*Socioeconomic Influences, \*Vocational Rehabilitation

In order to increase understanding of the Mexican American rehabilitant and to analyze the effectiveness of vocational rehabilitation services to them, this study was conducted in the central and southern sections of Arizona. Specific areas of study were (1) the general characteristics of Mexican American rehabilitants, (2) specific attitudes of the Mexican American which were most relevant to vocational rehabilitation, and (3) the outcome of rehabilitation services provided this group. The sample consisted of 153 Mexican Americans and 153 Anglo Americans who were matched on the basis of sex, age, type of disability, and former occupation. Those married to Mexican Americans but not one themselves, Latin Americans, and those not native-born white Americans were excluded. Interviews were conducted shortly after the applicant applied for vocational rehabilitation services and every 6 months thereafter for one year. The interviews were tape recorded. Analyzed statistically were 1,250 items which included the responses to the interview questions; data obtained from the Arizona Division of Vocational Rehabilitation; the results of an analysis of differences in goals, treatment, and attitudes; and the findings on lost cases. Some of the findings were (1) that there was no significant difference between the 2 groups in outcome in rehabilitation and (2) that no significant difference in status between the 2 groups existed at the completion of the rehabilitation process. (NQ)

**ED 073 889** RC 006 858

**Youmans, E. Grant**

**Poverty and Life Satisfaction: A Rural-Urban Comparison.**

Kentucky Univ., Lexington. Agricultural Experiment Station.

Pub Date [71]

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Cultural Factors, \*Economically Disadvantaged, Low Income Groups, Older Adults, \*Poverty Programs, \*Rural Urban Differences, \*Social Environment, Technology, Young Adults

**Identifiers—**\*Appalachia

Systematic data on the life satisfaction of persons living in a rural county of the Southern Appalachian Region and in a metropolitan center located outside the region were reported. Data were collected by means of structured interviews

with 400 persons who comprised probability samples of men and women aged 20 to 29 and 60 and over. Life satisfactions were assessed by presenting each respondent with 72 statements constituting 24 scales on satisfactions with self, satisfactions with the immediate social environment, and satisfactions in general outlook. It was found that satisfactions from urban living were greater among the older than among the younger generation, that the greatest rural-urban disparities were found in satisfactions with immediate social environmental conditions, that rural-urban differences in self-image and general outlook were of less magnitude, that the older persons in both residential areas scored higher in subjective rewards than did the younger people, and that older people revealed greater satisfactions in the category of rewards from immediate social environmental conditions than did the younger people. The commonly observed tendency of older people to adjust to and accept their conditions of life and the tendency of younger persons to be dissatisfied with conditions of life were noted. (PS)

**ED 073 890** 88 RC 006 859  
**Bowling, Donald R. And Others**

**An Examination of Factors Responsible for Low Achievement in Indian Elementary School Students. Part I.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date [73]

Note—44p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Abstract Reasoning, Academic Achievement, \*American Indians, \*Concept Formation, Disadvantaged Groups, \*Elementary School Students, Item Analysis, \*Low Achievers, \*Psychometrics, Student Promotion, Tables (Data)

The present study, funded under the Elementary and Secondary Education Act, Title III, was a preliminary investigation of patterns of academic success and failure of American Indian elementary school children. Data on the 157 children in the sample were obtained through parent interviews, testing measures of academic achievement, and several measures of IQ and academic aptitude, teacher ratings, school records, and a measure of the child's self-concept via a projective device. Conventional behavior (CB); functional information, knowledge, and skill (FI); esthetic information (EI); and abstract reasoning and problem solving (AR) were isolated as principal constructs. It was concluded (1) that AR, FI, and CB were related to academic performance; (2) that the existing psychometric instruments do not provide an adequate measure of any of the 3 relevant factors and, in fact, are badly contaminated by factors which are irrelevant to school performance and negatively related to socioeconomic status; (3) that teachers' ratings of performance and potential are influenced by factors irrelevant to actual academic proficiency; and (4) that there is an urgent need for better definition and measurement of the 3 primary factors related to achievement, and to a study of their effects over the school years. Additionally, a model for academic achievement was discussed which could be utilized as a research guide. (HBC)

**ED 073 891** RC 006 860

**Solberg, Erling D.**

**Comprehensive Plans for Improving Rural Counties. Revised May 1972.**

Economic Research Service (DOA), Washington, D.C.

Report No.—DOA-ERS-AI-Bull-316

Pub Date Mar 67

Note—10p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0100-2487, \$0.15)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Agriculture, \*Community Planning, \*Economic Factors, Industrialization, \*Land Use, Natural Resources, \*Objectives, \*Rural Areas

The need for a comprehensive plan—an overall pattern of development—for rural counties is discussed in this paper. The planning is done by a representative body with the authority to make detailed studies, to draft and recommend long-range comprehensive plans and specific plans,



and to suggest measures to implement the plans. The 3 steps for preparing a comprehensive plan are (1) deciding on overall goals; (2) gathering facts about what the county has now, its resources, potentials, and problems; and (3) making a comprehensive plan that shows how the county can use what it has to achieve its goals. To put the plan into effect requires adoption of the plan by the county governing body, an action program directed by the county government, cooperation of private developers, and public support. Several suggestions are made in the paper to assist the individual who is interested in starting a comprehensive plan in his own county. (PS)

ED 073 892

RC 006 861

Henning, Marilyn J.

**Ideology of an American Indian Social Movement and the Revolt Against Anthropologists.**

Pub Date 28 Aug 70

Note—12p.; Paper presented at the Rural Sociological Society meeting (Washington, D.C., August 28, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Anthropology, Change Agents, Models, \*Research Methodology, \*Research Problems, Self Actualization, \*Social Attitudes

Among young American Indians, a radical social movement has been evolving, as has a common ideology, because historical and social conditions have unified tribes in an awareness of a common identity and a common set of problems. A key tenet of this ideology has been a challenge to the legitimacy of the social sciences. This aspect of the movement was brought to the attention of a group of applied anthropologists at a workshop on Indian education. At the workshop, militant Indians charged that the scientific knowledge of the anthropologists was not pertinent to Indians and that the motives of anthropologists have been based upon exploitation of the Indian people. The paper presented 2 models for interaction between anthropologists and their subjects which were implied in the responses to a questionnaire sent to the anthropologists involved in the workshop. The respondents preferred the first model, which is based upon a professional/client relationship. In this model, the anthropologist's role is to apply his knowledge and skill in the research of social problems as defined by a community, and his goal is to provide solutions for these problems. As applied anthropology is now known, the problems investigated are usually defined by an innovative organization committed to the goals of modernization, development, and modification of human behavior. However, it is apparent that some anthropological research projects have fostered misunderstanding. The episode at the workshop pointed out that anthropology has frequently promised more than it has been able to deliver. (FF)

ED 073 893

32

RC 006 862

**Programs for the Disadvantaged in Texas Funded Under Title I, ESEA. Annual Report, 1970-71.**

Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Dec 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, \*Compensatory Education Programs, \*Disadvantaged Youth, Dropout Research, \*Federal Programs, Manpower Development, Mexican Americans, Negroes, \*Pupil Personnel Services, Racial Distribution, Statistical Analysis, \*Tables (Data)

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

Data were gathered from 22 large Texas school districts (over 17,000 in average daily attendance) and 221 medium districts to assess school participation in federally supported programs designed to assist the advancement of educationally disadvantaged children. In this report, the data gathered from the sample school districts are arranged into 8 divisions: participants in programs for the disadvantaged, pupil personnel services for the disadvantaged, instructional programs for the disadvantaged, test data from the programs, personnel serving in the programs, personnel development, school dropout information involving the disadvantaged, and 1969-70 gradu-

ate follow-up. Interspersed with the data displays are remarks which transmit findings derived during the treatment of the data and which may not be apparent in the presentation. Some specific findings and conclusions follow: (1) medium districts were able to identify the students most in need of services and to provide the needed services; (2) Title I funds are insufficient to meet the needs of large districts; (3) the compensatory programs either did not have sufficient appeal to hold the disadvantaged student between the eighth and ninth grades and the ninth and tenth grades or less emphasis was placed on the programs at this stage of his progress; and (4) a need exists to improve the programs for counseling or interviewing students prior to leaving school. (HBC)

ED 073 894

95

RC 006 863

Boutwell, Richard C. And Others

**A Comparison of Attitudes and Values Between Indians and Non-Indians in an Institution of Higher Education.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date [72]

Grant—OEG-8-72-0002(509)

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Acculturation, \*American Indians, Anglo Americans, \*Attitudes, \*College Students, Comparative Analysis, \*Higher Education, Questionnaires, Tables (Data), Values

Must an American Indian become white oriented to succeed in an institution of higher education in today's American society? The purpose of this paper was to lend insight into this question by examining the differences in the attitudes and values of American Indians and non-Indians attending a large western university. The premise upon which the authors based their observations was that there was no significant difference between Indians and non-Indians in the value they placed on education, their problems in school, their grade-point averages, their reported absences, and their feelings about racial discrimination. A survey was distributed at random to 110 students from a large, private western university, a university with one of the nation's leading Indian education programs, in order to determine the validity of the authors' premise. The attitude survey indicated that Indians tended to value their education more than non-Indians do, that Indian students were still aware of their background, and that their ties to their home culture were still great. It was concluded that successful Indian students had not become completely white oriented. Results of the survey are presented in the form of percentages in 3 tables—Population Description, Indian and Non-Indian Comparison, and Conditions Affecting Academic Standing. (FF)

ED 073 895

32

RC 006 864

**A Title I ESEA Case Study: The Continuous Progress Program, Williamsburg County, South Carolina.**

Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—DHEW-OE-72-178

Pub Date 72

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1780-1033, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Case Studies (Education), Depressed Areas (Geographic), \*Early Childhood Education, Elementary School Mathematics, \*Federal Programs, Inservice Teacher Education, \*Program Administration, Reading Achievement, \*Rural Youth, Tables (Data)

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, South Carolina, Williamsburg County

The Division of Compensatory Education, which administers Title I in the U.S. Office of Education, has examined a number of successful projects to determine what constitutes a good Title I project and what are the common denominators of success. The Williamsburg program, involving 25 kindergarten teachers, 100 teachers in grades 1 through 4, 20 administrators, and 100 teacher aides, is described in this case study. The program is directed towards improving the achievement levels of the students by concen-

trating on instruction in reading and mathematics. The reading instruction includes reading readiness, initial reading, critical reading, and word expansion. Mathematics instruction includes manipulatives, mathematical patterns, and computations. After presenting other general information about the school district, the case study discusses the planning, managing, and implementing of the program. Determining pupil needs, involving parents and community, establishing specific objectives, and identifying and using resources are involved in planning the program. The program management is discussed in terms of selecting the staff, selecting and preparing facilities, and developing the curriculum. Program implementation involves training the staff, conducting instruction, involving parents and other community members, and disseminating information. Also discussed are the budget and the evaluation. Teacher training activities for 1968-71 are described in the appendix. (HBC)

ED 073 896

RC 006 865

**A National Program of Research for Rural Development and Family Living.**

Joint Task Force of the Dept. of Agriculture and the State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Nov 68

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communications, Community Organizations, Economic Opportunities, Educational Needs, \*Family Life, \*Federal Programs, Home Economics, Housing Needs, \*Low Income Groups, Manpower Development, \*Research, \*Rural Development, Social Change, Unemployment

The suggested classification of basic research areas in rural development mentioned in this report were population and manpower, human resource development, improvement of community and area environment, and measurement of family and community well-being. The 4 broad categories suggested for improvement in the quality of family living were (1) family environment and human development, including adjustment, socialization, housing, and community service needs; (2) family use of resources, including decision-making and financial management; (3) human nutritional well-being; and (4) clothing and household textiles, including choices, habits, and consumption. Various aspects of rural development were discussed in terms of the problem and scope, objective, research approaches, and research effort. Various aspects of family living were discussed in terms of the scope of the problem, situation, research approaches, potential benefits, research resources, and research effort. The 2 approaches suggested to make the best use of limited research resources were rapidly to increase funding from the 1966 level toward the projected levels, so that support could reach the "critical mass" required for research impact, and to make more effective use of current resources through better coordination among states and between states and the Department of Agriculture. (PS)

ED 073 897

RC 006 867

Larsh, Edward B.

**HEW and State Responsibilities to Indian Education.**

Pub Date 29 Apr 73

Note—24p.; Paper presented at Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Biculturalism, Community Control, Cultural Education, \*Educational Needs, Federal Programs, \*Human Services, Policy Formation, School Integration, Self Congruence, \*State Federal Support

Identifiers—\*Department of Health Education and Welfare, DHEW

The intent of this position paper is to identify and describe the specific conditions causing problems to the effective delivery of Health, Education, and Welfare (HEW) services to American Indians, both reservation and non-reservation, and to suggest actions that might be taken to alleviate or remove these conditions. A concern of the Indian is that most Federal employees have misconceptions about Indians that often result in well-motivated but poorly conceived programs. Facts refuting some of the more commonly held misconceptions are listed and discussed. They are

(1) that Indians are not all alike; (2) that not all Indians live on reservations; (3) that Indians are different from other ethnic minorities; (4) that the Indian is caught in a cultural crisis; (5) that there is no such thing as Indian education; and (6) that there are Indian cultural similarities. "Real Indian Education" and "Variations on the Theme of Responsibility" are additional topics of discussion. It is concluded that any attempt at increasing the services of HEW to the Native American must be federal, consistent in every state, adequately funded, and Indian conceived and controlled. Also, it is imperative that this design allow an Indian child to remain Indian and still be biculturally educated for the economic and social existence that he determines. Both reservation and non-reservation Indians must be accommodated by this design. (HBC)

ED 073 898

RC 006 868

Deloria, Vine, Jr.

How Does a Native American Deal with Society?

Pub Date 29 Apr 73

Note—31p.; Paper presented at the Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, \*American Indians, \*Community Education, Community Involvement, Conferences, \*Cultural Education, Curriculum, \*Educational Experience, Educational Principles, Political Socialization, Reservations (Indian), \*Social Values, Sociocultural Patterns. American Indian Education has been built upon the premise that the Indian had a great deal to learn from the white man and that the white man represented the highest level of achievement that mankind had reached in the evolutionary process. Education is supposed to teach the Indian respect for law and order while he watches the law being violated before his eyes. The Indian is taught to revere knowledge while he watches incompetents achieve the most startling success. He is taught to expect an equal opportunity while he knows that he will be denied that opportunity because of his race. If Indian education is to succeed in the tribal setting, the communities must become, as they were in the past, the producers of education. The way to initiate this change is to work on the content of education and not on the techniques and procedures of education. The study of tribal customs must be initiated, and they must be taught in school on an equal basis with other academic subjects. Indians must have basic courses in reading, writing, and arithmetic to serve as tools for the real educational experience of learning the traditions, customs, and beliefs of the tribal community. That communities produce educational experiences, educational training does not produce communities is a basic thesis to which the community colleges are making a significant contribution by providing centers for an ongoing cultural life. (FF)

ED 073 899

RC 006 869

McDonald, Arthur

Value Conflicts as a Cause for Drop Outs.

Pub Date 29 Apr 73

Note—20p.; Paper presented at the Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Cultural Differences, \*Dropouts, Economic Factors, Education, \*Higher Education, Racism, Reservations (Indian), Role Perception, Rural Urban Differences, Tribes, \*Values

The basic causes for the high rate at which American Indians drop out of college were listed and discussed in this paper. Information gathered from interviews with Indian students was presented along with the author's personal interpretations. The stated causes of the high dropout rate were education, finances, racism, role models, and cultural differences. The inadequacies of education in reservation and near-reservation schools were mentioned as major stumbling blocks to successful higher education for many Indian students. It was noted that the differences in values of the reservation Indian, in terms of overall objectives as well as daily life styles, created in the Indian student conflicts that contributed to the drop-out problem. It was the author's stated opinion that the drop-out problem will continue until institutions can learn to be accepting of other values and can learn that there might be other meaningful life objectives. (PS)

ED 073 900

RC 006 870

Locke, Patricia

Theoretical Construct of the Ideal School System for American Indians... Kindergarten Through Life.

Pub Date 29 Apr 73

Note—30p.; Paper presented at the Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Cultural Factors, Curriculum Development, \*Educational Change, Educational Development, Higher Education, \*Models, Primary Education, \*School Systems, Secondary Education

Hypothetical educational models for American Indians that would utilize education as a social instrument to reinforce tribal value systems are proposed. Models of programs for preschool through higher education are discussed in terms of administration and faculty, curricula, and methodology. Tribal values are advocated throughout the paper, and to carry out these values it is suggested that school administrators, supportive staff, teachers, and teacher aides should be tribal members. Course content in the ideal Indian primary and elementary school would cover tribal history and social studies and the arts, philosophy, and religion of the tribe—as well as multicultural curricula from the 4th grade on. At the secondary level, classes would be open, students would participate in the tribe's "school on wheels," and the curricula would offer courses in both Indian and white studies. The higher education system for Indians would include at least one national Indian university with appropriate graduate schools, institutes, and centers and teacher training and vocational programs at 9 non-Indian universities and at Indian community colleges. A chart of simple causes and effects of non-Indian educational and institutional systems lists 8 outcomes at progressive levels in the educational system. (FF)

ED 073 901

RC 006 871

Leitka, Eugene

A Study of Effectiveness of Existing Native American Studies Programs in Selected Universities and Colleges.

Pub Date Apr 73

Note—97p.; Doctor's dissertation, New Mexico State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Comparative Analysis, Doctoral Theses, \*Dropout Research, Educational Programs, \*Educational Research, \*Ethnic Studies, \*Higher Education, Institutional Role, Program Effectiveness, Questionnaires, Reservations (Indian)

Identifiers—\*Native American Studies Programs

The effectiveness of Native American Studies Programs in universities and colleges throughout the United States and Canada was studied. The main thrust of the hypothesis was that a comparative study be made of the varied components of each Native Studies Program and the relationship to its holding power of Indian students as compared to institutions that had no such program. The method of gathering data was by questionnaires, coupled with site visits. Of the questionnaires sent to 100 selected institutions, 59% responded to the survey—30 with Native Studies Programs and 29 without. In Appendix A is a list of the selected institutions for the study and the instrument that was utilized. Emphasis was placed on the comparative dropout rate of Indians among those institutions with Native Study Programs versus those without. Other factors examined were availability of special counseling, number of Indian staff and faculty directly related to Indian programs, financial support for Indian programs, and Indian-related courses and materials being utilized in the programs. Findings indicated that institutions with Indian programs have a significantly lower dropout rate while an increase was shown in the enrollment of Indian students as compared to those institutions without programs specifically designed for American Indians. (Author/FF)

ED 073 902

RC 006 874

Bowles, Gladys K. And Others

Poverty Dimensions of Rural-to-Urban Migration: A Statistical Report. Population-Migration Reports, Rural-Urban Migrants, Volume I, Part I. Economic Research Service (DOA), Washington, D.C.; Georgia Univ., Athens. Inst. for

Behavioral Research.; Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Report No—ERS-Bull-511

Pub Date Mar 73

Note—347p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0100-02797, \$3.70)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Census Figures, Contraception, Educational Status Comparison, Health Conditions, \*Migration Patterns, Population Distribution, \*Poverty Research, Racial Distribution, \*Rural Urban Differences, Socioeconomic Status, Statistical Analysis, \*Tables (Data)

Statistics systematized from the 1967 Survey of Economic Opportunity for a study of the poverty dimensions of rural-to-urban migration are presented in this report. The data presented in the tables were collected by the Bureau of the Census for the Office of Economic Opportunity. Information is included on the total and poor households, families and populations, and on the migration status and residence history of persons 14 years old and over. Family size and composition and income of families and unrelated individuals are shown. Data are also provided on regional and environmental residence of origin and on the extent to which rural-urban migrants are located in regions and metropolitan areas of various sizes. The exchange of persons between the South and the rest of the country is given particular attention. Rural-urban migrants are compared with their urban host population and with the population remaining in rural areas. Characteristics relevant to economic well-being are considered, such as education, marital status, fertility, working-limiting health conditions, employment, receipt of public assistance income, assets, liabilities, and net worth. All numbers in the tables represent 1967 sample data expanded to universe totals and rounded to thousands. (Author/HBC)

ED 073 903

24

RC 006 878

Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Bureau No—BR-6-2469

Pub Date Mar 73

Contract—OEC-1-6-062469-1574

Note—174p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, \*Annotated Bibliographies, Camping, \*Conservation Education, Ecology, Elementary School Science, \*Environmental Education, Instructional Materials, \*Natural Resources, \*Outdoor Education, Teaching Guides

Some 111 documents and 80 journal articles published between 1965 and 1972 are cited in this bibliography on outdoor education. Part I contains citations and abstracts which appeared in "Research in Education" between April 1971 and September 1972. Part II includes citations of journal articles from "Current Index to Journals in Education" from the January 1971 issue through the September 1972 issue. In addition to outdoor education, the areas of conservation education, recreation, ecology, and natural resources are represented in this bibliography. Types of materials cited include research reports, program descriptions, instructional materials, and teaching guides. In order to facilitate location of documents in a specific subject area, an index of subject terms is provided at the end of this publication. Ordering information for the ERIC materials cited and an order form are also provided. Related documents are ED 037 285 and ED 055 702. (NQ)



## SE

ED 073 904

SE 012 305

Schatz, Albert. *Schatz, Vivian*  
Teaching Science with Garbage.

Pub Date 71

Note—60p.

Available from—Rodale Press, Emmaus, Pennsylvania 18049

Document Not Available from EDRS.

Descriptors—Ecology, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, \*Learning Activities, Mathematics, Sanitation Improvement, \*Science Education, Social Studies, \*Teaching Guides, \*Waste Disposal, Wastes  
Identifiers—\*Garbage

This single-concept unit on garbage is a "do-it-yourself" approach to environmental education. The emphasis is on composting or microbial decomposition under controlled conditions since composting appears to be one practical way of handling garbage. More than 30 simple experiments show some of the changes that garbage undergoes. The garbage pollution problem is made meaningful by considering what kinds of garbage and how much garbage each student and his family produce, and how it is handled in the community where they live. Most of the activities require only simple, readily available materials—for example, garbage, soil, aspirin, nails, and steel wool. Diagrams and fill-in charts supplement the informative and procedural explanations. The approach to study is interdisciplinary since it involves mathematics and social studies as well as science. The unit may be used in grades K-12 and it is suggested several activities be conducted simultaneously to be most effective. A related document is "Teaching Science with Soil," SE 015 688. (BL)

ED 073 905

SE 015 326

Westerman, Arthur B., Ed.  
Battelle Research Outlook, Volume 2 Number 2.  
The Schools: Organizing for Change.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Changing Attitudes, \*Curriculum Development, Education, \*Educational Planning, Essays, Management, \*School Community Relationship, Schools, \*Teacher Evaluation

"Outlook" publications focus on areas of science and technology in which research can be valuable to industry, government, and society as a whole. Their purpose is to point up significant current problems in those areas and to suggest effective research approaches to their solution. This issue, dealing with changes taking place in our schools and total educational system, presents six major essays. The first, "New Schools for New Times," explores designing schools that are responsive to changing demands and focuses on improving student performance. The need for clearly defining what schools want to accomplish is discussed in "Bringing Management by Objectives to Schools." "The Curriculum: Make It Relevant! Make It Work!" demands the formalizing of precise objectives and instructional goals as a basis for better curricula. The prototype of a practical system for teacher appraisal is spelled out in "Appraising Teacher Performance," while the adoption of a planning-programming-budgeting system is called for in "PPBS: Planning for Schools of the Future." The final article, "A Better School/Community Dialogue," looks closely at the communication programs of educators who are confronted by the public's growing disenchantment and concern with school practices and expenditures. Miscellaneous notes and research briefs complete the publication. (BL)

ED 073 906

SE 015 327

Westerman, Arthur B., Ed.  
Battelle Research Outlook, Volume 2 Number 3.  
Cleaning Up the Atmosphere.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Air Pollution Control, \*Environmental Influences, \*Essays, \*Pollution, \*Problem Solving, Quality Control, Research

"Outlook" publications focus on areas of science and technology in which research can be valuable to industry, government, and society as a whole. This issue deals with the problems of air pollution and air quality control. The first of six essays, "This Most Excellent Canopy, the Air," prognosticates the surge in atmospheric pollution and calls for appropriate legislation, adequate monitoring, and effective enforcement of regulations. Approaching the problem of identifying pollution-prone areas and dealing with them is covered in "The Regional Approach to Air Quality Control." Although the internal combustion engine is identified as the greatest single source of air pollution, the auto industry appears reluctant to switch to an alternative power plant as noted in "Air Pollution From Motor Vehicles." "Solving the Riddle of Smog," assesses photochemical smog, focusing less on how many hydrocarbons get into the air and more on how harmful are the emitted hydrocarbons. Problems involving large-scale generation of electricity and developing acceptable combustion systems are explored in "What About Air Pollution by Power Plants?" The final selection, "Episode: A Case of Applied Atmospheric Dynamics," relates a fictitious story of how one community attacked its air pollution problems. Miscellaneous notes and research briefs complete the publication. (BL)

ED 073 907

SE 015 414

Natural Resource Information System. Volume I.

Overall Description.

Boeing Computer Services, Inc., Seattle, Wash.

Pub Date Apr 72

Note—59p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-211 381 PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Computer Graphics, Data Bases, \*Data Processing, Decision Making, \*Environmental Research, Information Retrieval, Information Storage, \*Information Systems, \*Program Descriptions, Sensory Aids

Identifiers—\*Natural Resource Information System

Recognizing the need for the development of a computer based information system which would handle remote sensing as well as conventional mapping data, the Bureau of Indian Affairs and the Bureau of Land Management contracted with Boeing Computer Services for the design and construction of a prototype Natural Resource Information System. The primary objective of this effort was the design of a computer based system which would store, process, and display data of maximum usefulness to land management decision making. The system includes graphic input and display, the use of remote sensing as a data source, and is useful at multiple management levels. A survey was made to establish current decision making processes and functions, information requirement, and data collection and processing procedures. Concurrent with this effort, requirements related to the application of remote sensing data and data processing were established. Based on these analyses, an information system was designed. Processing software was constructed and a data base established using high-altitude imagery and map coverage of selected areas of southeast Arizona. Finally, a demonstration of system processing functions was conducted utilizing material from the data base. Related documents are SE 015 415 and SE 015 416. (Author/BL)

ED 073 908

SE 015 415

Natural Resource Information System. Volume II.

System Operating Procedures and Instructions.

Boeing Computer Services, Inc., Seattle, Wash.

Pub Date Apr 72

Note—56p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-211 382 PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Data Processing, Digital Computers, Environmental Research, \*Equipment Utilization, \*Information Systems, Instructional Materials, \*Program Descriptions, Programming, \*Techniques

Identifiers—\*Natural Resource Information System

This report provides a total computer software system description for the prototype Natural Resource Information System designed to store, process, and display data of maximum usefulness

to land management decision making. Program modules are described, as are the computer file design, file updating methods, digitizing process, and paper tape conversion to magnetic tape. Operating instructions for the system, data output, printed output, and graphic output are also discussed. Related documents are SE 015 414 and SE 015 416. (Author/BL)

ED 073 909

SE 015 416

Leachtenauer, J., And Others

Natural Resource Information System. Remote

Sensing Studies.

Boeing Computer Services, Inc., Seattle, Wash.

Pub Date May 72

Note—115p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-211 384 PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Data Bases, \*Data Processing, Demonstration Projects, \*Environmental Research, \*Imagery, \*Information Systems, Input Output, Natural Resources

Identifiers—\*Natural Resource Information System, Remote Sensing

A major design objective of the Natural Resource Information System entailed the use of remote sensing data as an input to the system. Potential applications of remote sensing data were therefore reviewed and available imagery interpreted to provide input to a demonstration data base. A literature review was conducted to determine the types and qualities of imagery required to satisfy identified data needs. Ektachrome imagery available over the demonstration areas was reviewed to establish the feasibility of interpreting cultural features, range condition, and timber type. Using the same imagery, a land use map was prepared for the demonstration area. Finally, the feasibility of identifying commercial timber areas using a density slicing technique was tested on multispectral (simulated ERTS) imagery available for a portion of the demonstration area. Related documents are SE 015 414 and SE 015 415. (Author/BL)

ED 073 910

SE 015 639

Bueth, Chris And Others

School Learning Materials on Water Problems of

New Mexico and the Southwest.

New Mexico State Univ., University Park. Water Resources Research Inst.

Pub Date Oct 72

Note—23p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-212 719 PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Audiovisual Instruction, \*Environmental Education, \*Instructional Materials, \*Material Development, Pollution, Problems, Research, \*Water Resources

Identifiers—New Mexico

Schools typically make no special efforts to prepare students to cope with present and anticipated water problems. Using this as a premise, the objective of this study was to prepare a set of mediated learning packages based upon water problems of New Mexico and the dry regions of the Southwest. These learning materials were prepared and field tested for use at three levels: elementary (grades 3-6), secondary (grades 7-12), and adult (teachers and mature students). Each learning package was composed of a set of color slides, an accompanying tape recording, a copy of the tape script, and suggestions for educational use. The learning packages were based upon the results of school testing of both knowledge and attitudes concerning the most important problems in New Mexico, as identified by the Citizens' Conference on Water, 1971. Groups of learners using the packages at all three levels showed a more accurate reflection of valid water problems than did those learners who used available library materials or no special learning materials. (BL)

ED 073 911

SE 015 648

Fisher, Wes, Comp. Gruchow, Nancy, Comp.

A Guide to Minnesota Environmental Education

Areas.

Minnesota State Dept. of Natural Resources, St.

Paul. Bureau of Information and Education.

Pub Date 72

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58



Descriptors—\*Directories, \*Environmental Education, Indexes (Locators), Natural Resources, Nature Centers, \*Outdoor Education, \*Rural Areas, Site Development, \*Study Facilities  
Identifiers—\*Minnesota

More than 400 areas in Minnesota, useful as sites for environmental studies, are catalogued in this guide. They include state parks and waysides, state forests, state wildlife management areas, waterfowl production areas, national forests, nature centers and preserves, metropolitan, county and city parks, outdoor education school sites, school forests, private conservation farms and campgrounds, private camps, historic sites and monuments, university and college study areas, Boy Scout and Girl Scout camps and foundation sites. Introductory sections elaborate upon the wide range of possible study sites outside the classroom and enumerate factors which should be considered while teaching in natural areas. For a general overview of the state, four maps show the soil types, bedrock formations, general landforms, and forest vegetation. The major section of the guide compiles the areas in alphabetical order by counties. Each entry provides a short description of the area or site together with its official name, when it is open, size, type of area, location, and source to contact for additional information. A glossary of terms and index to all areas concludes the book. (BL)

ED 073 912 SE 015 649

Jostad, Karen

**Educational Lands Resource Assessment.**

Minnesota State Dept. of Natural Resources, St.

Paul. Bureau of Information and Education.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Resources, \*Environmental Education, Evaluation, \*Facilities, \*Guides, \*Land Use, Maintenance, Natural Resources, \*Outdoor Education, \*Site Analysis, Site Development, Site Selection

Suggestions offered in this manual may aid in the formation and maintenance of an environmental education program. It is designed to encourage the use of the outdoor classroom, to provide a means of assessing the appropriateness of a particular site for environmental education purposes, and to suggest how such a site may be maintained for continued use in an environmental education program. Criteria for the selection of sites are enumerated, considering uniqueness of potential use, feasibility of the site for a particular use, and the capabilities of withstanding the impacts of use. Also, criteria are included by which the effects of use on the site can be determined, involving site modifications necessary to lessen the effects of use and periodic upkeep. Several inventories are described and recommended in addition to a general site inventory: comfort and safety, educational value, and environmental education potential. Other charts note educational needs and techniques, the focus of environmental education, land needs, problems associated with the area, recommended density use, and effects of use. (BL)

ED 073 913 SE 015 650

**Learning to Live: A Manual of Environmental Education Activities.**

Minnesota State Dept. of Natural Resources, St.

Paul. Bureau of Information and Education.

Pub Date [73]

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, Elementary Grades, \*Environmental Education, \*Guides, Instructional Materials, \*Learning Activities, Natural Resources, \*Outdoor Education, Secondary Grades

Contributions from a variety of sources are compiled in this manual to provide both students and teachers with environmental study activities. Several activities are suggested under each of the following topics: Ecology and Esthetics (emphasizing awareness); The Decision-Making Process (resource management problems); A Plea for an Alternative (assessing the impact of snowmobiles on the water environment); Studying Gray Squirrel Habitat; A Deer Browse Story (indicating intricate plant-animal interrelationships); Snow Hydrology; Inspection of a Logging Project (how logging benefits the forest and wildlife); How to Build a Compost Pile (reducing the volume of solid waste); Environmental Action

Activities (action projects); Nature Activities (to do on a hike or field trip); and Going Somewhere? (places to go and things to see outdoors). Appropriate charts, diagrams, and pictures are included. (BL)

ED 073 914 SE 015 651

**Chemical Control of Plant Growth.**

Agricultural Research Center (DOA), Beltsville, Md.

Pub Date Dec 72

Note—23p.; Science Study Aid No. 7

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 0100-02707, \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biochemistry, \*Chemical Reactions, Elementary School Science, Environmental Education, \*Experiments, \*Instructional Materials, \*Plant Growth, Plant Science, Secondary School Science, Student Projects, \*Teaching Guides

Seven experiments are presented in this Science Study Aid to help students investigate the control of plant growth with chemicals. Plant growth regulators, weed control, and chemical pruning are the topics studied in the experiments which are based on investigations that have been and are being conducted at the U. S. Agricultural Research Center, Maryland. Each activity outlines introductory information, objectives, materials required, procedure to follow, results and/or observations, and interpretation of the findings. In addition, precautionary notes regarding the use of chemicals and a vocabulary list are given. The study aid is not intended to be a complete teaching unit, rather, a supplement to a regular program providing up-to-date, research related activities. (BL)

ED 073 915 SE 015 652

Voelker, Alan M.

**Elementary School Children's Level of Attainment of Selected Classificatory Science Concepts.**

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date Apr 72

Note—24p.; Paper presented at the annual convention of the National Association for Research in Science Teaching (45th, Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Sciences, \*Cognitive Ability, \*Concept Formation, Earth Science, Educational Research, \*Elementary School Science, \*Learning Processes, \*Perception, Physical Sciences

Identifiers—Research Reports

Reported is a study on the measurement of concept attainment for the purpose of developing a measuring system and a model of attainment abilities and establishing relationships between learned concepts and cognitive abilities. Thirty concepts, ten for each of the biological, earth, and physical science areas, were selected from six fourth grade texts and analyzed in terms of the level to which concepts, attributes, and examples were identified. A 12-item test was constructed for each concept. Statistical results from concept and task attainments for boys and girls indicated the highest attainment level on biological concepts, the lowest level in physical science, and subtle differences in the performance of girls and boys. Results from a further simplex analysis of the task attainment scores supported the postulation of a concept attainment hierarchy. Children responded well on tasks dealing with gross perceptions rather than fine distinctions among examples and non-examples of a concept with the gross perception level preferred to the fine perception level. The attainment of a concept was a function of its association with the concrete world. Reexamination of science curriculum, instructional procedures, and children's cognitive abilities in terms of concept learning was recommended. (CC)

ED 073 916 SE 015 670

**Ethics and Environment: Topics for Enquiry and Discussion by Older Children.**

Schools Council, London (England).

Pub Date [72]

Note—73p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Ecology, Environment, \*Environmental Education, \*Ethics, Instructional Materials, Learning Activities, Problems, \*Secondary Grades, \*Teaching Guides, \*Unit Plan

The objective of this set of investigations is to start with the problems that beset us in our use of the environment and, through these, to move towards a better understanding of the principles which regulate life on this planet. The packs, or units, are concerned with a number of topics of environmental importance, each of which deals with some aspect of the ecological balance of the human environment. Each is linked with the others to form a reasonably comprehensive view of man's relationship with his physical and biological environment. Topics and sub-topics are presented in six categories: population, food supply (including quality and factory farming), land use (including leisure), conservation of natural resources (recycling, water, energy, wildlife, natural beauty, soil), pollution, and man and his environment. Material in the individual topics covers (1) the importance of the topic, (2) some of the problems associated with the area of study, particularly with regards to values, (3) an outline of the subject, its scope and content, (4) some investigations or learning activities, and (5) links, or how the problems and topics are interrelated. The work was developed for the Schools Council "Project Environment." (BL)

ED 073 917 SE 015 671

Watson, Carlos And Others

**A Study of the Required Mathematics Content Courses for Undergraduate Elementary Teachers in the United States.**

Indiana State Univ., Terre Haute. Dept. of Mathematics.

Pub Date [73]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum, \*Elementary School Teachers, Mathematics, \*Mathematics Education, \*Preservice Education, Research, School Surveys, Teacher Education

Data for this report came from a survey taken in 1971 of an unspecified number of colleges. Information is compiled on preparation and experience of staff, curriculum development, mathematics content covered, instructional methods and materials used, and outstanding features and needs of the various mathematics programs for elementary education majors. A brief section summarizing types and numbers of required content courses, number of semester hours required, and average class section size is included. (DT)

ED 073 918 SE 015 672

Fadelli, Paul L.

**A Study: Conservation Education and the Western Textbook.**

California State Dept. of Education, Sacramento. Office of Conservation Education.

Pub Date [73]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conservation Education, \*Content Analysis, Elementary Grades, \*Environment, Evaluation, \*Research, Secondary Grades, State Programs, Textbook Content, \*Textbook Selection

Identifiers—Western United States

The objectives of this study were two-fold: (1) evaluating the conservation content in the elementary, intermediate, and secondary grade textbooks used in 13 western states, and (2) researching, recording, and reviewing the textbook selection procedures. Part I indicates that textbooks are selected either by a state agency or the local school unit, depending on the state's needs and level of education. A summary of adoption procedures is presented for each of the states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. In addition, an example of the California textbook selection process, step by step, is outlined together with some ideas for getting additional environmental material into the textbooks and NEA findings for textbook selection procedures throughout the 50 states. Part II details the evaluation of textbook content, discussing environmental concepts in subject texts for science, mathematics, English, health, history, and social studies. Supplemental material includes a sample

of the evaluation instrument, a list of general environmental concepts, and responses to the evaluation instrument for 14 selected textbooks. The study concluded there was true lack of environmental information in the textbooks evaluated. (BL)

ED 073 919 SE 015 682

Sirobba, Maurice A.  
Environmental Science Laboratory Manual.  
Pub Date 72  
Note—138p.

Available from—The C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141 (\$4.25)

Document Not Available from EDRS.

Descriptors—Chemical Analysis, Ecology, \*Environmental Education, Instructional Materials, \*Laboratory Manuals, Laboratory Procedures, \*Pollution, Quality Control, \*Science Experiments, \*Secondary Grades

The objective of this manual is to provide a set of basic analytical procedures commonly used to determine environmental quality. Procedures are designed to be used in an introductory course in environmental science and are explicit enough to allow them to be performed by both the non-science or beginning science student. Stressing ecology and environmental science, the 30 exercises are based on quantitative and qualitative determinations, using material collected from the immediate locale. This can provide the student with an awareness of the pollution parameters within his own community, their sources, and possible solutions. The manual is divided into six parts: (1) Particulate Matter and Chemical Parameters Affecting Air Quality, (2) Chemical Analysis of Water, (3) Microbiological Examination of Water, (4) Physical Parameters of Water, (5) Identification of Pesticide Residues by Thin-Layer Chromatography, and (6) Appendixes—glossary, equivalents, effects charts, standards, publications. A discussion of the parameters is included at the beginning of the exercises and major sections pointing out the significance of the parameters to our environmental health. At the end of each exercise is a Result Table to be completed by the student. It supplies criteria supportive to the application of deductive and inductive reasoning to the questions that follow each experiment. (BL)

ED 073 920 SE 015 685

Freeh, LaVern A.  
The Institute and the Environment: An Awareness Seminar.

Minnesota Univ., St. Paul. Inst. of Agriculture.

Pub Date Sep 71

Note—23p.; Proceedings of the Institute and the Environment, U. of Minnesota, September 16, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agriculture, \*Conference Reports, \*Educational Programs, \*Environment, Environmental Influences, Institutional Role, Natural Resources, \*Shared Services, Speeches  
Focusing on the Institute's role in environmental affairs, the challenges facing the Institute, and the importance of its current activities and programs as they relate to the environment, an Environmental Issues Seminar was conducted by the Institute of Agriculture, University of Minnesota on September 16-17, 1971. This publication contains the papers which were presented at the seminar, summary reports of group discussions, and a brief summary of the seminar itself. Major topics for comment and discussion were (1) creatively and realistically relating programs and resources to environmental problems and (2) environmental issues and conflicts generated by: our energy using technology, our socio-economic goals and priorities, and our production-consumption goals and processes. Group discussions centered on setting institutional goals and organizational guidelines for relating creatively, realistically, and effectively to problems of the environment. A list of participants is included. (BL)

ED 073 921 SE 015 688

Schatz, Albert Kriebs, Jean Oak  
Teaching Science with Soil.

Pub Date 72

Note—130p.

Available from—Rodale Press, Emmaus, Pennsylvania 18049 (\$3.50)

Document Not Available from EDRS.

Descriptors—Ecology, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Mathematics, Natural Resources, \*Secondary School Science, Social Studies, \*Soil Conservation, Soil Science, \*Teaching Guides

Prepared primarily for junior high school students and utilizing an integrated science approach, this manual offers activities for examining the ecosystem and environmental problems. With organic aspects of soils as the main subject field, it includes study of soil formation, soil fertility, soil contamination, and edaphic relationships. Most of the activities require only simple, readily available materials and encourage the recycling of many household items. The manual is organized into seven sections which deal with components of soil and how they change, our dependency on the fertility of the soil for our health, fertilizers and what they do, microbes in the soil, the presence of chelators and the process of chelation, mercury and lead poisoning of soils, and what science is all about. Experiments are written for teacher and/or student use and include discussion of the topic, procedures to follow, charts to fill in, diagrams, and numerous questions. They provide an interdisciplinary approach to environmental education from the points of view of science, mathematics, and social studies. A related document is "Teaching Science with Garbage." SE 012 305. (BL)

ED 073 922 SE 015 689

Childress, Ronald B.  
Mobile Environmental Education Laboratory.

Kingsport City Schools, Tenn.

Spons Agency—Tennessee Valley Authority, Knoxville.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, \*Demonstration Projects, \*Environmental Education, Equipment, Inservice Teacher Education, Instructional Materials Centers, \*Mobile Laboratories, \*Program Descriptions

In May, 1972, the Kingsport (Tennessee) City School System received financial assistance from the Tennessee Valley Authority to plan, develop, and implement, as a demonstration environmental education project, the utilization of a mobile laboratory for conducting environmental studies. The project, as described in this booklet, identified four areas which could be improved through a mobile unit approach: (1) serve as a basic resource for conducting teacher workshops and inservice training programs on-site at each school or at selected community resource facilities, (2) develop instructional materials designed for use with the mobile unit and focusing on community resources, (3) provide resources, including equipment, which were previously unavailable, for conducting environmental studies, and (4) allow for more activities, previously requiring transportation, to be conducted on-site at the school or community resource facilities within walking distance. Project objectives, philosophy and approach of the program, curriculum development activities, and inservice training are described. Detailed also is the physical design of the mobile environmental education laboratory, with side, top, and rear views of the mobile van and its compartments. A list of materials and equipment included in the unit is specified together with a cost analysis of the project. (BL)

ED 073 923 SE 015 690

Childress, Ronald B.

Investigations for a Mobile Environmental Education Laboratory.

Kingsport City Schools, Tenn.

Spons Agency—Tennessee Valley Authority, Knoxville.

Pub Date 72

Note—230p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Elementary Grades, \*Environmental Education, Instructional Materials, \*Investigations, Learning Activities, Natural Resources, \*Secondary Grades, Student Projects, \*Teaching Guides

Environmental investigations in this compilation were developed in conjunction with the establishment of a mobile environmental education laboratory, a demonstration project of the Kingsport (Tennessee) City School System. The 50 activities are divided into five categories: basic

resources, environmental problems, living organisms, community relationship, and in-service activities. Within each category, investigations are further sub-divided into lower elementary, upper elementary, and secondary grade levels. Covering a wide range of subjects—air, water, soil, land use, geology, noise, vegetation, animals, forestry, weather, chemical reactions, recycling, population, communities, effects of man, etc., each investigation outlines suggested grade level, physical study area, equipment needed, theme and/or scope of the activity, objectives, procedures to follow, and interpretations or findings based on the research completed. Space is provided for completing data sheets and charts and answering questions. Thus, the manual may be used by both teachers and students, depending on the grade level. A related document is "Mobile Environmental Education Laboratory." SE 015 689. (BL)

ED 073 924 SE 015 801

Heller, Alfred, Ed.

The California Tomorrow Plan.

Pub Date 72

Note—120p.

Available from—William Kaufmann, Inc., One First Street, Los Altos, California 94022 (Cloth \$7.95, Paper \$2.50)

Document Not Available from EDRS.

Descriptors—Comprehensive Programs, \*Development, Economics, \*Environment, Futures (of Society), Land Use, Master Plans, Problem Solving, \*Regional Planning, Social Sciences

Identifiers—\*California

As a comprehensive regional analysis for future conservation and development, this plan examines in detail the alternatives faced by Californians today—and, by implication, throughout the nation and the world. It demonstrates how a broad-scale, systematic approach to solving our major environmental, social, and economic problems can be made, focusing on the interconnections between problems to identify underlying causes of the physical and psychological disruption of our lives on the land. It contrasts the inadequacy of current, fragmented, single-purpose methods of handling problems with the potential value of a unified program of goals and driving policies. The plan identifies two prototypes, called "California One" and "California Two." The first is a picture of the kind of California that will come to pass if the traditional way of solving problems continues into the future. The second is a proposal for an alternative way of solving problems, an outline of what government and private enterprise would have to do to carry out this alternative, and a view of what life might be like in "California Two." Through comparisons and projections to the year 2000, it explores the implications of alternative futures for California. Numerous charts and diagrams are presented throughout the work. (BL)

ED 073 925 SE 015 803

Overby, Olle, Ed.

Educational Research in Sweden 1971-72.

National Library for Psychology and Education, Stockholm (Sweden); National Swedish Board of Education, Stockholm.

Pub Date [72]

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, \*Educational Research, Instruction, Learning, \*Research, \*Research Projects

Identifiers—\*Sweden

One hundred eight Swedish educational research projects in all fields are summarized. Project title, location, project leader, number of researchers and other personnel, starting and completion dates, financial sources, background and aims, scope, methods, main findings, and bibliographic references are listed for each project. (DT)

ED 073 926 SE 015 809

Beardslee, Edward C. Jerman, Max E.

Linguistic Variables in Verbal Arithmetic

Problems.

Pub Date [73]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Elementary School Mathematics, Linguistics, \*Mathematics Education, \*Problem Solving, Reading, \*Research, Secondary School Mathematics, Structural Analysis



This paper describes a study in which 14 linguistic variables were used to determine which variables would account for a significant amount of the observed variance in the error rate in verbal arithmetic problems. Three forms of verbal problem sets in which the number of words in the problem statement were systematically varied were administered to classes of students in grades four through eight. Regression analysis showed that none of the variables accounted for a significant amount of variance for all grades, although four variables did enter the regression within the first six steps on two or more of the test forms for most grades. Regression analysis on a selected subset of six variables produced results similar to those provided by an analysis involving all 14 original variables. (Author/DT)

ED 073 927 SE 015 815

Garowski, Robert And Others  
Special Education Master Key and Index for Environmental Curriculum Materials.

Delaware State Dept. of Public Instruction,  
Dover, Div. of Elementary Education.  
Pub Date Jan 73  
Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Disadvantaged Groups, \*Elementary Grades, Environmental Education, \*Indexes (Locators), Instructional Materials, \*Learning Activities, Models, \*Outdoor Education, Reference Materials, Resource Materials, Special Education

Prepared for teachers working with disadvantaged students, this booklet contains keys and indexes for activities in the out-of-doors. It should be used in conjunction with field trip activity sheets and follow-up materials currently available through the Southeastern Pennsylvania Outdoor Education Center and described in the following documents: SE 015 816 - SE 015 818. Each of the 88 field trip activities and 82 follow-up items is categorized according to Valett's schema of basic learning abilities: (1) Sensory-Motor Integration, (2) Perceptual-Motor Skills, (3) Language Development, (4) Conceptual Skills, and (5) Social Skills. The keys indicate both major divisions and subdivisions of the schema. Indexes also reflect all the subdivisions contained within the major categories and note specific activities for each component. The activities are designed for students in grades kindergarten through six, focusing on the interdependence of life; the relationship of man, animals, and plants to each other and to the environment. They utilize a discovery and questioning approach to study (1) the seasons, (2) flora, (3) fauna, (4) habitats, (5) weather, geology, soils, hydrography, and (6) awareness, man and nature. (BL)

ED 073 928 SE 015 816

Environmental Curriculum Materials, Level I (K-1).

Delaware State Dept. of Public Instruction,  
Dover, Div. of Elementary Education.  
Pub Date Jan 73  
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Discovery Learning, Environmental Education, Field Trips, Grade 1, Instructional Materials, Instructional Program Divisions, Kindergarten, \*Learning Activities, Natural Resources, \*Outdoor Education, \*Primary Grades, \*Teaching Guides

Nineteen outdoor activities and 16 follow-up activities for children in kindergarten and grade one are collected in this teacher's guide. They focus on the interdependence of life; the relationship of man, animals, and plants to each other and to the environment. Most are designed as field trips, utilizing a discovery and questioning approach to learning. Based on pilot activities conducted at the Southeastern Pennsylvania Outdoor Education Center, they were subsequently revised and adapted by the New Castle-Gunning Bedford Environmental Laboratory, an ESEA Title III project. A master key divides the major activities into categories: (1) seasonal activities, (2) flora, (3) fauna, (4) habitat studies, (5) weather, geology, soils, hydrography, and (6) awareness, man and nature. For each activity appropriate grade level(s), season(s) in which to conduct it, and coordinated follow-up activity(ies) are identified. A similar key is provided for follow-up activities indicating the major activity with which it is associated in place of the coordinated follow-up activity. Each lesson outlines objectives, procedures and/or activities on

the trip, and pertinent questions. Diagrams and charts supplement some of the information. (BL)

ED 073 929 SE 015 817

Environmental Curriculum Materials, Level II (2-3-4).

Delaware State Dept. of Public Instruction,  
Dover, Div. of Elementary Education.  
Pub Date Jan 73  
Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Discovery Learning, \*Elementary Grades, Environmental Education, Field Trips, Grade 2, Grade 3, Grade 4, Instructional Materials, Instructional Program Divisions, \*Learning Activities, Natural Resources, \*Outdoor Education, \*Teaching Guides

More than 60 outdoor activities and 50 follow-up activities for children in grades two, three, and four are collected in this teacher's guide. They focus on the interdependence of life; the relationship of man, animals, and plants to each other and to the environment. Most are designed as field trips, utilizing a discovery and questioning approach to learning. Based on pilot activities conducted at the Southeastern Pennsylvania Outdoor Education Center, they were subsequently revised and adapted by the New Castle-Gunning Bedford Environmental Laboratory, an ESEA Title III project. A master key divides the major activities into categories: (1) seasonal activities, (2) flora, (3) fauna, (4) habitat studies, (5) weather, geology, soils, hydrography, and (6) awareness, man and nature. For each activity also checked are appropriate grade level(s), season(s) in which to conduct it, and coordinated follow-up activity(ies). A similar key is provided for follow-up activities indicating the major activity which it is associated with in place of the coordinated follow-up activity. Each lesson outlines objectives, procedures and/or activities on the trip, and pertinent questions. Diagrams and charts supplement some of the information. (BL)

ED 073 930 SE 015 818

Environmental Curriculum Materials, Level III (5-6).

Delaware State Dept. of Public Instruction,  
Dover, Div. of Elementary Education.  
Pub Date Jan 73  
Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Discovery Learning, \*Elementary Grades, Environmental Education, Field Trips, Grade 5, Grade 6, Instructional Materials, Instructional Program Divisions, \*Learning Activities, Natural Resources, \*Outdoor Education, \*Teaching Guides

More than 50 outdoor activities and 60 follow-up activities for children in grades five and six are collected in this teacher's guide. They focus on the interdependence of life; the relationship of man, animals, and plants to each other and to the environment. Most are designed as field trips, utilizing a discovery and questioning approach to learning. Based on pilot activities conducted at the Southeastern Pennsylvania Outdoor Education Center, they were subsequently revised and adapted by the New Castle-Gunning Bedford Environmental Laboratory, an ESEA Title III project. A master key divides the major activities into categories: (1) seasonal activities, (2) flora, (3) fauna, (4) habitat studies, (5) weather, geology, soils, hydrography, and (6) awareness, man and nature. For each activity also checked are appropriate grade level(s), season(s) in which to conduct it, and coordinated follow-up activity(ies). A similar key is provided for follow-up activities indicating the major activity which it is associated with in place of the coordinated follow-up activity. Each lesson outlines objectives, procedures and/or activities on the trip, and pertinent questions. Diagrams and charts supplement some of the information. (BL)

ED 073 931 SE 015 819

Report on NGO Conference on the Human Environment (New York, October 17-19, 1972).

Community Development Foundation, New York, N.Y.  
Pub Date Oct 72  
Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agency Role, \*Conference Reports, \*Environment, \*Human Relations, \*Organizations (Groups), Private Agencies, Speeches, World Affairs

Reported in this booklet is the Non-Governmental Organizations (NGO) Conference on the Human Environment which constituted a means of maintaining and accelerating the momentum of NGO activities for cooperation with the United Nations for the protection of the human environment. Offered in the report are: (1) opening comments by Conference Convener, Glen Leet, President, Community Development Foundation; (2) a statement by Bradford Morse, UN Under-Secretary-General for Political and General Assembly Affairs; (3) remarks by Maurice Strong, Secretary-General of the UN Conference on the Human Environment, on continuing commitment to the Stockholm recommendations; (4) a summary of the ad hoc Conference by Rapporteur, Lady Jackson, noting general principles and resolutions, relations with the Secretariat and other UN agencies, relations between interested NGOs, relations with governments and the public, and special problems of the technologically less-developed countries; (5) examples of possible joint NGO activities; (6) specific resolutions passed at the NGO Conference; and (7) a list of the 16 main groupings of the 109 points of the Stockholm Action Plan. A list of participants is appended. (BL)

ED 073 932 SE 015 820

United Nations Action for the Protection of the Human Environment. Reports of Action by the General Assembly (27th, New York, October and November, 1972).

Community Development Foundation, New York, N.Y.

Pub Date Nov 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, Developed Nations, Developing Nations, \*Environment, \*Government Role, Human Relations, \*International Organizations, \*Reports, World Affairs

Identifiers—\*United Nations  
In this series of United Nations documents, reports of action by the 27th General Assembly are covered. Draft resolutions introduced by various governments are furnished together with press releases which summarize the statements made by the governments participating in the debate of the Second Committee. These resolutions and statements are of importance to those interested in international aspects of the protection of the environment. They reveal the various interests and concerns of the governments and groups of governments as well as the attitudes and problems which will continue to be factors affecting the development of programs for international and cooperative action. A statement by Maurice Strong, Secretary-General of the UN Conference on the Human Environment, before the General Assembly, is also supplied. This document has been prepared as a service to facilitate communication and cooperation between non-governmental organizations, the United Nations and member governments for the protection of the human environment. (BL)

ED 073 933 SE 015 824

Undergraduate Education in the Sciences for Students in Agriculture and Natural Resources. Summary of Proceedings of Regional Conferences.

Commission on Education in Agriculture and Natural Resources, Washington, D.C.; National Academy of Sciences, Washington, D.C.

Pub Date 71

Note—174p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Agriculture, Conference Reports, \*Curriculum, \*Higher Education, \*Natural Resources, Sciences, State of the Art Reviews, \*Undergraduate Study

Following a national conference entitled, "Undergraduate Education in the Biological Sciences for Students in Agriculture and Natural Resources," four regional conferences ensued, bringing together teaching faculty members from agriculture, forestry, other natural resource areas, and biology. The papers presented at these regional meetings are collected in this summary report. Two general objectives of the regional conferences were recognized: (1) to acquaint the instructional staffs in agriculture and natural



resources with the changes that are taking place in their areas of concern and with the opinions of various study groups as to the education in the sciences needed by their students over the next few decades, and (2) to inform biologists of the needs of students in agriculture and natural resources, for their consideration in planning core curricula and service courses. Individual essays on similar topics are compiled by chapters: (1) Trends in Agricultural Curricula, (2) Trends in Renewable Natural Resources Curricula, (3) Trends in Biology Curricula, (4) Physical Sciences and Mathematics, (5) Social Sciences, (6) The Junior College, (7) Industry's View, and (8) Summary Statements. Appended material is devoted to discussion group summaries, two-year and four-year curricula, subject area recommendations, core curriculum, and organizers, sponsors, and speakers. (BL)

ED 073 934

SE 015 826

*Simons, Eugene M., Ed.*  
Science Policy Reviews, Volume 5 Number 4.  
Battelle Memorial Inst., Columbus, Ohio.  
Pub Date 72  
Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Annotated Bibliographies, \*Environment, Literature Reviews, \*Policy, Policy Formation, Pollution, Resource Materials, \*Sciences, \*Technology, World Affairs

Presented in this final issue of a quarterly publication are reviews, highlights, and 391 annotated bibliographic references from current and international literature in the area of science and public policy. The literature reviewed includes books, reports, and periodical articles and focuses on matters of broad public policy. In addition to the bibliographic entries, this issue includes four articles: (1) "Each to Do What He Does Best," a statement of specific roles which should be played by universities, private industry, independent laboratories, and government to ensure domestic technological efficiency; (2) "Science and Technology at the Crossroads: Who Should Pay for What?" advice for the rational application of technical and scientific resources toward the solution of today's problems; (3) "Technology Utilization in the Public Sector," a review of the development of a national technology transfer and utilization policy with emphases upon Federal roles including NSF's activities; and (4) "Policies on Science and Technology in Developing Countries: R & D," a comparison of R & D expenditures and technical manpower between the developing and advanced countries. Also contained are an author index, a subject index, and a list of publications screened for this issue with publisher name and address and subscription information. (CC)

ED 073 935

SE 015 830

*Fella, Milton O.*  
Science and Mathematics Education Research Training Program 1966-1972. Final Report.

Wisconsin Univ., Madison. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Bureau No—BR-6-2681

Pub Date Sep 72

Grant—OEG-0-71-3544

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Doctoral Programs, Educational Researchers, Graduate Study, \*Higher Education, \*Mathematics Education, \*Program Descriptions, Researchers, \*Science Education

A six-year program providing training for ten individuals in science education and seven in mathematics education research is described. Lists of program objectives, requirements and course work for the program, and faculty members involved are included along with information on selection of trainees, enrollment by year, resulting dissertation titles, and present location of graduates. (DT)

ED 073 936

SE 015 831

*Scandura, Joseph M.*  
Graduate Training in Mathematics Education Research and Structural Learning. Final Report.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Bureau No—BR-6-2458

Pub Date Aug 72

Grant—OEG-0-71-3477(520)

Note—38p.; Structural Learning Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Doctoral Programs, Educational Researchers, Graduate Study, \*Higher Education, \*Mathematics Education, \*Program Descriptions, Researchers

A program to prepare interdisciplinary research and development specialists in mathematics education and structural learning at the doctoral level is described. Program objectives, course offerings, faculty, information about trainees (educational background, examination records, research, publications, present position), and publications resulting from the program are all listed. Requirements for the doctoral degree in mathematics education research are specified and sample programs are included. (DT)

ED 073 937

SE 015 837

National Land Use Policy: Objectives, Components, Implementation.

Soil Conservation Society of America, Ankeny, Iowa.

Pub Date 73

Note—221p.; Proceedings of a special conference by the Soil Conservation Society of America, Des Moines, Iowa, November, 1972

Available from—Soil Conservation Society of America, 7515 Northeast Ankeny Road, Ankeny, Iowa 50021 (\$3.50 postpaid, quantity discounts)

Document Not Available from EDRS.

Descriptors—\*Conference Reports, Essays, \*Land Use, National Programs, \*Natural Resources, \*Planning, \*Policy Formation, State of the Art Reviews

Proceedings of a special conference sponsored by the Soil Conservation Society of America, are compiled in this report. The conference served as a forum for those involved in land use planning and implementation at all levels of government and private enterprise. Comments were directed to four main topics: (1) Objectives and Need for a National Land Use Policy—"Turns and Curves on a Well-traveled Road: The Vicissitudes of Establishing Land Use Planning Policy," "Land Use: Past and Present," "A Look to the Past and a Look to the Future," "On Personal Freedoms," (2) Components of Land Use Planning—"National Economic Considerations in Land Use," "... Basic Natural Resource Considerations in Land Use," "Human Considerations in Land Use," "... Water Resources Planning in Relation to Land Use," "Public Lands in Relation to Land Use," "... Transportation and Land Use Planning," "Industry Looks at Land Use," (3) Implementation of Land Use Policy and Plans—"Citizen's Role in Land Use Planning," "States' Role in Land Use Policy and Planning," "Legal Aspects of Land Use Policies, Plans, and Implementation," "National Land Use Policy and the Need for Land Use Plans," and (4) Future Needs—"Elements of National Land Use Policy," "Elements of State Land Use Planning." (BL)

ED 073 938

SE 015 838

*O'Connor, John T., Ed.*

Environmental Engineering Unit Operations and Unit Processes Laboratory Manual.

Association of Environmental Engineering Professors.

Pub Date Jul 72

Note—270p.

Available from—Association of Environmental Engineering Professors, University of Texas, 305 Engineering Labs Building, Austin, Texas 78712 (\$10.00)

Document Not Available from EDRS.

Descriptors—\*Engineering, \*Environment, Environmental Influences, \*Experiments, \*Higher Education, Instructional Materials, \*Laboratory Manuals, Sanitation, Student Projects

This manual was prepared for the purpose of stimulating the development of effective unit operations and unit processes laboratory courses in environmental engineering. Laboratory activities emphasizing physical operations, biological, and chemical processes are designed for various educational and equipment levels. An introductory section reviews coordination of laboratory ex-

perimentation by students, submission of laboratory reports, and laboratory rules and safety regulations. Experiments, submitted and reviewed by both academic and professional practitioners, are suggested in the following areas: coagulation and flocculation, mixing and reactor hydrodynamics, sedimentation, filtration, vacuum filtration, flotation, disinfection, chemical oxidation and reduction, corrosion and corrosion control, water stabilization, chemical precipitation, adsorption, ion exchange, membrane processes, heat transfer, gas transfer, biological oxidation (batch systems), and biological oxidation (continuous systems). Each experiment outlines background information, objectives, procedure, analysis, problems and questions, references, apparatus, and materials required. Data sheets, charts, and diagrams are provided when necessary. (BL)

ED 073 939

SE 015 841

*Ailles, Douglas S. And Others*

Arithmetic and Algebra in the Schools: Recommendations for a Return to Reality.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—73p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada)

Document Not Available from EDRS.

Descriptors—\*Algebra, \*Arithmetic, \*Curriculum, Elementary School Mathematics, \*Instruction, \*Mathematics Education, Secondary School Mathematics, Textbooks

Identifiers—Ontario Institute for Studies in Education

The aim of this report is to suggest aspects of mathematics education that should be incorporated into curricula rather than to outline specific courses of study. General recommendations are made regarding curriculum, instructional methods, and textbooks. The suggestion that graphs and relations to be used as a unifying theme is followed by specific topics to be included at both elementary and secondary levels. Topics are developed in vector spaces and trigonometry; principal objectives are identified and some means by which they may be achieved are suggested for elementary algebra. Appendices include approaches for teaching tangents, the circular functions, graphing, and linear systems, and comments are made on recent developments in elementary mathematics. A bibliography of 147 references is provided. (DT)

ED 073 940

SE 015 847

*Arganian, Mourad P. And Others*

Acquisition of the Concept "Biodegradable" Through Written Instruction: Pretest and Age Effects.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No—TR-226

Bureau No—BR-5-0216

Pub Date Jun 72

Contract—OEC-5-10-154

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Processes, \*Environment, Environmental Education, \*Fundamental Concepts, Instruction, \*Intermediate Grades, Reading Materials, \*Research, Statistical Data, Tests

The primary purpose of this study/experiment was to determine whether children in the middle elementary grades would be able to learn the concepts "biodegradable agent," "biodegradable material," and "biodegradable process" from a short written lesson. Secondary purposes were to examine the degree to which a pretest, grade level, and sex of the student influenced the amount learned. The three concepts were analyzed to determine their relevant and irrelevant attributes. Examples and nonexamples of each concept were also selected. On the basis of these analyses a 5 1/2 page lesson was written. Information given in the lesson for each concept included a definition in terms of the relevant attributes of the concept, and both examples and nonexamples of the concept. A 12-item testing instrument was also developed. The basic design was a Solomon Four-Group Design with pretest and lesson as factors. The design was replicated at two grade levels, fourth and sixth, and sex of

the student was also included as a factor. Concluding statements indicate that both fourth- and sixth-grade students gained information about the concepts by studying a short written lesson and retained a significant amount of that information for a three-month period. The reading lesson and tests are included. (Author/BL)

ED 073 941 SE 015 848

*Bourne, Lyle E., Jr.*  
**Long-Term Retention of Simple Concepts.**  
 Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.  
 Report No.—TR-240  
 Bureau No.—BR-5-0216  
 Pub Date Nov 71  
 Contract—OEC-5-10-154  
 Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Concept Formation, Geometric Concepts, Learning, \*Learning Processes, \*Mathematics Education, \*Research, \*Retention

Conceptual problems were administered in two formats, rule learning and attribute identification, to 192 college students. The stimulus patterns were geometric designs. Results showed that bidimensional concepts about the patterns were retained nearly perfectly up through periods of one week, without intervening practice. The one exception was concepts based on the rule "if x, then y" learned in the attribute identification paradigm; the difficulty appeared to be traceable to the asymmetry of the conditional rule and to the greater susceptibility of relevant stimulus attributes than conceptual rules themselves to forgetting. (Author/DT)

ED 073 942 SE 015 849

*Feldman, Katherine Vorwerk.*

**The Effects of Number of Positive and Negative Instances, Concept Definition, and Emphasis of Relevant Attributes in the Attainment of Mathematical Concepts.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.  
 Report No.—TR-243  
 Bureau No.—BR-5-0216  
 Pub Date Nov 72  
 Contract—OEC-5-10-154  
 Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Processes, \*Concept Formation, Elementary School Mathematics, Geometric Concepts, \*Learning, Learning Theories, \*Mathematics Education, \*Research

Three experiments were conducted to determine the effect of several instructional variables on concept attainment. In Experiment I, the effect of presenting a rationally chosen set of positive and negative instances was contrasted with the effect of presenting either a rationally chosen set of positive instances alone or two randomly selected positive instances. Experiment II modified the treatment by giving a concept definition in addition to teaching instances. In Experiment III the effect of presenting a rationally chosen set of positive and negative instances alone was compared with the effect of also including either a concept definition alone or a concept definition plus emphasis of relevant attributes. About 100 sixth grade students took a series of printed lessons dealing with geometric symmetry. Results showed that providing a rational set of positive and negative instances with a definition, or with a definition plus emphasis, was significantly more facilitative in promoting concept learning than the rational set alone, and that providing a rational set of instances with a definition and emphasis was not significantly more facilitative than the rational set with definition alone. (Author/DT)

ED 073 943 SE 015 850

*McLeod, Douglas B.*

**The Effectiveness of an Inservice Program for Implementing an Activity Approach to Learning Mathematics in the Elementary School.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—TR-245  
 Bureau No.—BR-5-0216  
 Pub Date Nov 72  
 Contract—OEC-5-10-154  
 Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Doctoral Theses, \*Elementary School Mathematics, \*Elementary School Teachers, \*Inservice Teacher Education, Instruction, Mathematics Education, Objectives, \*Research, Teacher Education

Identifiers—\*Developing Mathematical Processes

The purpose was to determine the effectiveness of an inservice program designed to help elementary school teachers implement an activity approach to learning mathematics in their classroom using Developing Mathematical Processes (DMP). Thirty-eight kindergarten and first grade teachers participated. The success of the inservice program was judged by comparing the teachers' performance on 24 objectives with performance criteria based on the results of an assessment of the behaviors of successful experienced DMP teachers. Results showed that the teachers exceeded the criterion levels on 13 of the objectives; it was found also that teacher performance did not seem to be related to teacher characteristics such as age, experience, or professional activities. Behaviors for which teachers did not reach criterion levels included asking probing questions, describing the mathematical processes emphasized by DMP, and managing instruction to provide for individual differences. Seventy-six percent of the teachers were judged to have done an adequate job of implementing an activity approach. (Author/DT)

ED 073 944 SE 015 851

*Sawyer, Ray C.*

**Evaluation of Alternative Methods of Teaching Subtraction of Integers in Junior High School. Final Report.**

Eastern Washington State Coll., Cheney.  
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.  
 Bureau No.—BR-1-J-009  
 Pub Date Jan 73  
 Grant—OEG-X-71-0048(057)  
 Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Algorithms, Doctoral Theses, \*Educational Research, Grade 7, \*Integers, Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Number Concepts, \*Secondary School Mathematics, Teaching Methods

The purpose of this project was to determine if the method of subtraction of integers taught to seventh grade students affected their mathematics achievement or retention. Computation, concept, and problem-solving sections of the California Achievement Test were given as pretests and posttests. An investigator-constructed test of the addition and subtraction of integers was also used as a pretest, posttest, and as a retention test one month after completion of the treatments. The project was divided into two studies. The first study involved 140 students and three teachers, and compared the Complement Method of subtraction to the Related Facts Method. Results showed a statistical difference in the area of concepts, favoring the group taught the Related Facts Method. No statistical differences were found in the areas of computation, problem-solving, or addition and subtraction of integers. The second study involved 90 students and two teachers, and compared the Complement Method of subtraction to the Systems Method. Statistical difference on the retention of the subtraction of integers favored the Systems Method. Statistical difference on the retention of the addition of integers favored the Complement Method. No statistical differences were found in any areas of immediate achievement in the second study. (Author/DT)

ED 073 945 SE 015 853

*Melvin, Ruth W.*

**A Guide to Ohio Outdoor Education Areas.**  
 Ohio Academy of Science, Columbus; Ohio State Dept. of Natural Resources, Columbus.

Pub Date 70  
 Note—154p.  
 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Directories, \*Environmental Education, Guides, Indexes (Locators), \*Natural Resources, Nature Centers, \*Outdoor Education, Rural Areas, Site Development, \*Study Facilities

Identifiers—Ohio

More than 700 areas in Ohio, useful as sites for environmental and outdoor studies, are catalogued in this guide. They include national forests; state parks; forest and wildlife areas; historic sites and memorials; metropolitan, country, and city parks; agency and private camps; conservation agency properties; conservancy district lands and reservoirs; school land laboratories; private conservation farms and campgrounds; and nature preserves. For a general overview of the state, four maps in the introduction show physiographic sections, geology, glacial deposits, and original natural vegetation. The major section of the guide compiles the areas in alphabetical order by counties. Each entry provides a short description of the bio-physical features of the area or site together with its official name, location, size, and source to contact for additional information. A separate chapter is devoted to nature preserves, "living museum" type areas, often outstanding remnants of woodlands, swamps, prairies, glacial relic vegetation, and/or geologic phenomena. A concluding index identifies each area by type (natural environment, school camping, conservation education, or undeveloped) and specified their facilities for public use. Notes on how to use the guide are included. (BL)

ED 073 946 SE 015 894

*Andersen, Ruth*

**Life on the Tidal Mudflats: Elkhorn Slough.**  
 Monterey County Office of Education, Salinas, Calif.

Pub Date 72  
 Note—27p.  
 Available from—Monterey County Office of Education, Instructional Media Division, P.O. Box 851, Salinas, California 93901 (\$12.50)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, \*Ecology, \*Environmental Education, Filmstrips, Instructional Materials, Magnetic Tape Cassettes, \*Marine Biology, Natural Sciences, \*Secondary Grades, Teaching Guides

Life in an estuarine environment is studied in this set of audio-visual materials prepared for grades 6-12. A 71-frame colored filmstrip, cassette tape narration, and teacher's guide focus upon Elkhorn Slough, a tidal mudflat in the Monterey Bay area, California. Topics examined range from river drainage and the effects of pollution on living organisms to the characteristics of transition from dry land to wet marine world. The teacher's guide reproduces line drawings of all the filmstrip frames, the complete text of narration, supplementary information for each frame, a glossary of terms, and a bibliography. It is suggested this set of materials be used in ecology, biology, marine science, oceanology, and environmental studies. (BL)

ED 073 947 SE 015 895

*Andersen, Ruth*

**Garbage Pollution Has a Solution: The Sanitary Landfill.**  
 Monterey County Office of Education, Salinas, Calif.

Pub Date 72  
 Note—27p.  
 Available from—Monterey County Office of Education, Instructional Media Division, P.O. Box 851, Salinas, California 93901 (\$12.50)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, Ecology, \*Environmental Education, Filmstrips, Instructional Materials, \*Land Use, Magnetic Tape Cassettes, Pollution, Sanitation, \*Secondary Grades, Teaching Guides, \*Waste Disposal

The principle ways in which communities solve the growing problems of solid waste disposal are studied in this set of audio-visual materials prepared for grades 6-12. A 58-frame colored filmstrip, cassette tape narration, and teacher's guide focus upon the Monterey Bay area of California. Topics examined range from types of disposal sites, the sanitary landfill, reclamation and recreational use of landfill to air and water pollution controls, vector controls, and resource collection and recycling. The teacher's guide reviews the basic concepts about sanitary landfills first and then reproduces line drawings of all the



filmstrip frames, the complete text of the narration, diagrams of classes of disposal sites, a glossary of terms, and a bibliography. It is suggested that this set of materials be used in ecology, social studies, science, and environmental education classes. (BL)

ED 073 948 SE 015 921

**Measurement of Affective Behavior Changes in Students in an Innovative Engineering Course. Final Report.**

West Virginia Univ., Morgantown.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-C-078

Pub Date Mar 73

Grant—OEG-3-72-0015

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Behavior, \*Behavior Change, College Science, \*Course Organization, Curriculum Development, \*Curriculum Evaluation, Educational Research, \*Engineering Education, Evaluation

Identifiers—Research Reports

Reported is a longitudinal study on changes in affective attitudes for the purpose of determining the effectiveness of a 1971-72 innovative guided design course. In the pretest-posttest control group design, the experimental group was composed of chemical engineering juniors, and the control groups were junior students in civil or industrial engineering. Affective variables included: (1) student's perception of himself and his surroundings, (2) debilitating and facilitating anxiety, (3) internally-oriented characteristics, (4) achievement motivation, and (5) understanding of engineering function. Osgood's semantic differential, Rotter internal-external locus of control scale, the Edwards personal preference schedule achievement scale, the achievement anxiety test, and an engineering function questionnaire were used as instruments. Practicing engineers answered the same questionnaire to ascertain differences in their operational procedures. Significant differences were noted in perception of the importance of communications as compared to mathematics and science and in such concepts as "engineer," "future goal," and "change." The remaining variables manifested changes in the preferred direction. The experimental group became more internally controlled. The guided design course was satisfactory. Recommendations were made on further research on noted trends. (CC)

ED 073 949 SE 015 924

**Environmental Quality, the Third Annual Report of the Council on Environmental Quality.**

Council on Environmental Quality, Washington, D.C.

Pub Date Aug 72

Note—474p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4111-0011 - \$2.00, paper cover)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—\*Annual Reports, \*Environment, \*Federal Government, Natural Resources, \*Quality Control, State of the Art Reviews

The state of the environment and efforts to improve it are reported upon in this Third Annual Report of the Council on Environmental Quality. Broad in scope, the report covers federal and state activities during the past year, the development of environmental indices, and legal implications of the National Environmental Policy Act. The chapter on international aspects of environmental quality not only covers major developments over the past year, as the U.N. Conference on the Human Environment, but also deals with specific substantive areas such as the trade effects of environmental controls between trading nations. Local environmental quality activities, emphasizing, as a case study, local efforts to control noise are related and the costs and economic impacts of environmental improvement are explored. Forecasting the future discusses the interrelationships of population, resources, agricultural productivity, technology, pollution, and other factors in shaping man's future environment. The chapter on National Parks deals with the history of the National Park System, the pressures on these parks, and the steps being taken to deal

with such pressures. The report concludes with a summary, relates some of the highlights of the report, and presents implications for the future. Numerous tables and figures are included. (BL)

ED 073 950 SE 015 960

**Second Annual Report of the Advisory Council on Environmental Education.**

Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 1 Mar 73

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Advisory Committees, \*Annual Reports, Educational Economics, \*Environmental Education, \*Federal Legislation, Federal Programs

Established to advise and assist in the implementation of the Environmental Education Act of 1970 (P.L. 91-516), the Advisory Council on Environmental Education has summarized its activities for the past year, 1972, in this annual report. First reviewed are some of the problems encountered by the Council, indicating it is severely handicapped by the lack of adequate funding, lack of any staff personnel, and lack of the full number of authorized appointments. Areas and activities in which Council members should have been involved are enumerated. Following this, detailed findings and recommendations of the Council are explained. These consider: (1) extension of the Environmental Education Act, (2) possible relocation of the Office of Environmental Education, (3) evaluation of the environmental education grants program, (4) creation of an interagency coordination committee for environmental education, (5) restructuring the Advisory Council on Environmental Education, and (6) full staffing for the Office of Environmental Education. Appended materials include the text of the Environmental Education Act of 1970, funding through the Act for fiscal years 1971-73, a summary of grants provided in 1972, and a schedule of Advisory Council activities to date. Council chairwoman was Ms. Ella Mae Turner. (BL)

## SO

ED 073 951 SO 004 800

**Instructional Objectives Exchange. Music K-6.**

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Research.

Pub Date 70

Note—102p.

Available from—The Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—Applied Music, \*Behavioral Objectives, Elementary Grades, Guidelines, Kindergarten, Learning Activities, Measurement Instruments, \*Music Activities, Musical Instruments, \*Music Appreciation, \*Music Education, Music Techniques, Music Theory, Teaching Techniques

This collection of 97 instructional objectives reflects major concepts, fundamentals, and applications in music appreciation at kindergarten through sixth grade levels. The objectives are organized into the following categories: Melody; Harmony; Musical Form (design); Musical Sound; Musical Style; Rhythm Performance Skills; and Band Instruments. The arrangement in each category is in ascending grade level. Included with each objective are three elements: 1) the objective, stated in operations terms and identified by a category and sub-category which serve to limit and define it; 2) a sample measurement item designed to test the student's acquisition of the desired behavior; and 3) criteria in the form of possible correct responses for judging the adequacy of the student's response. (Author/SHM)

ED 073 952 SO 004 994

**Population and Family Education. Draft Sample Instructional Materials. Science/Mathematics.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 71

Note—62p.; Regional Workshop on Population and Family Education, Bangkok, September 7-October 7, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Sciences, \*Demography, \*Family Life Education, \*Family Planning, Instructional Materials, Learning Activities, Mathematics, Nutrition, \*Population Growth, Population Trends, Reproduction (Biology), Secondary Grades, Teaching Guides

The sample first-draft materials, produced by participants at a UNESCO regional workshop on population and family life, are designed as a reference tool to be used by curriculum developers. Divided into two major parts—in biological science and in mathematics—the teaching guide is for secondary level students. The first part, consisting of five lessons, focuses on problems ranging from under-nutrition to human fertility. Other topics included emphasize causes of under-nutrition, protein intake related to family size, population biology, and safety at childbirth. Population elements incorporated into teaching of mathematics are covered in the second part of the guide, which consists of eight lessons. Pupils compare the number of their mother's live births and the number of children they themselves expect to have as adults, collect and analyze data on the local population, construct age/sex pyramids, compute dependency ratios, and the rate of natural increase of the population of the country. See ED 059 586 for the social studies materials. (SJM)

ED 073 953 SO 005 043

**Achievement Motivation as a Case of Re-Socialization in Developing Countries.**

Pub Date Nov 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement, Change Agents, \*Developing Nations, Economic Factors, Education, \*Motivation, Social Factors, \*Socialization, Values

The question of achievement motivation in relation to developing countries is explored. A foundation for the study is achieved through discussion of the socialization processes as they are affected by education and economic growth. It is suggested that the societal system determines motivation and values which in turn cause and determine the behaviors of individuals in the society. Problems affecting the development of achievement motivation in developing nations are noted and several existing programs in motivational development work are discussed. Knowledge of value systems, socialization practices, and economic factors in developing countries is seen as being necessary to the understanding of the concept of motivational achievement. Development in new nations, a process of trying to modernize societies while developing more creative individuals, is a matter relevant to education and socialization practices. (Author/SHM)

ED 073 954 SO 005 082

**Interdependence in an Urban Setting. (Second Annual Report). Project Canada West.**

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jul 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Objectives, \*Community Study, Cross Cultural Studies, \*Curriculum Development, Elementary Grades, Instructional Materials, Interdisciplinary Approach, Inter-group Relations, Socialization, \*Social Studies, Social Studies Units, Urban Culture, Urbanization, \*Urban Studies

Identifiers—Canada, \*Project Canada West

The intent of this curriculum project is to help students focus attention on the interdependent relationships that exist in an urban center. In this progress report (see ED 066 351), the second year's work is outlined. Four teachers each designed a unit of study which are presented here, stating objectives, content, and activities. Unit 1, Nuclear Group Interdependence, is a study of the family (the student's own and those from various cultures); Unit 2, Neighborhood Interdependence, is an identification of the way of



living in a local neighborhood in relationship to the way of living throughout the city; Unit 3, Interdependence in Urban Communities, examines the interdependence of all groups of people in a city in creating one productive unit; and Unit 4, Regional Interdependence, studies the relationship of cities and rural areas and their creation of one productive Canadian society. The personnel, time schedules, work assignments, and contributions are reported in Section 3, along with acknowledgement of contributions from and consultations with outside sources. The advantages of teacher involvement in curriculum development is cited. Year III plans call for pilot programs, continuous evaluation, involvement of additional teachers, and the production of a teacher's manual. (JMB)

**ED 073 955** SO 005 084  
Alpha Project. Townsighi Canada. Project Canada West.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jul 72

Note—101p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Community Characteristics, Community Development, \*Community Study, \*Curriculum Development, Curriculum Planning, Field Trips, Inquiry Training, Rural Areas, Rural Development, \*Rural Urban Differences, Secondary Grades, Social Studies, Student Participation, \*Urbanization

Identifiers—Canada, \*Project Canada West

In order to acquaint students with other environments and to develop an awareness of their own community, the study of a small community in Canada was undertaken by this project development team. The Alpha students studied Chilliwack the first year (ED 066 352) and this second report covers their study of Powell River. The aim of the developers is to design a structured outline for the four week visit, covering transportation, housing, the examination of the life styles, the industries, the people, and the total environment. Extensive use is made of cameras, tape recorders, and video equipment. A teachers manual is being prepared to facilitate preparation of such a study, including instruction in the use of the equipment by students, as is a multimedia kit, intended for use by schools unable to send students for site visits. Student evaluation of the trips, both of the planning and organization, and of the actual community study, is a major factor, currently revealing effectiveness of the project and the extent of observation and awareness developing on the part of the student. This report concludes the schedules worked out and gives recommendations for changes for the next year's study of another community. (JMB)

**ED 073 956** SO 005 088

Burke, M. And Others

Identify in a Canadian Urban Community. A Process Report of the Brunskill Subproject. Project Canada West.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 72

Note—56p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Study, \*Curriculum Development, Elementary Grades, Identification (Psychological), Inquiry Training, Observational Learning, Self Concept, Social Attitudes, \*Socialization, \*Social Studies, Urban Culture, \*Values

Identifiers—Canada, \*Project Canada West

The purpose of this subproject is to guide students to meet and interact with individuals from the many subcultures in a community (see ED 055 011). This progress report of the second year's activities includes information on the process of curriculum development, the materials developed, evaluation, roles of supporting agencies, behavioral modification of teachers in the classroom, and budget. Initial planning covered 1) theoretical aspects of curriculum development, 2) disciplines associated with the study of identity, 3) value concepts and their place in social studies instruction, 4) a definition of identity and seven major concepts relevant to identity, and 5) the skills appropriate to the year level of students. Materials developed thus far include two of the five planned manuals on the study of senior citizens and ethnic groups and a student resource book containing two simulation games, filmstrips, tapes, identity charts, maps, etc. (JMB)

**ED 073 957**

Graves, Norman John

The Problem of Hierarchy in the Objectives of Geography Teaching at the Pre-University Level.

Pub Date 72

Note—9p.; Paper presented at the International Geographical Congress Commission: Geography in Education (22nd, Montreal, Quebec, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Educational Objectives, \*Geography, \*Geography Instruction, Secondary Education, \*Sequential Approach

The meaning of objectives in geographic education and the need to structure objectives in some hierarchical manner are presented in this paper. Discussion in past years centered on the teaching of general objectives in geography classes. During the last twenty years, however, geography instructors realized that objectives may be at various levels of generality or specificity and this led to a focus on behavioral objectives. Bloom's Taxonomy was used in an attempt to structure the objectives of geography teaching into a hierarchy from the point of view of the intellectual abilities required to achieve these objectives. However, such a hierarchy is incomplete if examined from the point of view of a teacher attempting to structure a geography course. This hierarchy structure disregards the idea that concepts of widely differing intellectual levels may be involved, ignoring the data of a relationship between concepts and levels of operation. It is suggested that a logical structure exists in which more complex concepts are based on an infrastructure of simpler ones. Therefore the development of a geography course could depend on a close analysis of the logical structure of concepts and principles inherent in the topics taught, and on their careful arrangement as a series of hierarchical performance or behavioral objectives. (SJM)

**ED 073 958**

Engle, Shirley H. Longstreet, Wilma S.

A Design for Social Education in the Open Curriculum.

Pub Date 72

Note—179p.

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016, SBN: 06-41906-7 (Paperback \$3.95)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Books, Concept Teaching, \*Curriculum Design, Curriculum Development, \*Decision Making, Inquiry Training, \*Models, Relevance (Education), \*Social Problems, \*Social Studies, Teaching Methods

Identifiers—Action Concepts, \*Open Curriculum  
The authors of this book determine that traditional social studies curricula are no longer relevant to helping students cope as informed citizens in a changing society and offer a new approach to social education focusing on the full range of data sources, media, and forms of human action. The social studies curricula outlined here are based on the study of current social concerns rather than on individual disciplines. Featuring systematic and sequential study of the social sciences k-12, the program derives from analyses of seven primary sources of modern decision making and from six action concepts developed by the authors. Ways of developing learning situations suggested are based on the interaction of the decision making sources and action concepts. Provision is made for imaginative techniques of presentation and for study involvement in inquiry. An evaluative design is outlined for qualitative measurement of broad behavioral objectives. Sample elementary and secondary materials are included for an open social studies curriculum. (Author)

**ED 073 959**

The Consumer and His Health Dollar: One of a Series in Expanded Programs of Consumer Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—80p.

**EDRS Price MF-\$0.65 HC-\$3.29**

SO 005 173

Descriptors—\*Consumer Education, Economic Education, \*Health Education, \*Health Guides, Secondary Grades, Teaching Guides, Units of Study (Subject Fields)

Designed as one of a series of modules in consumer education this booklet focuses on health problems from the consumer angle. It is designed to supplement the comprehensive health strands published by the New York State Education Department, and to be used as materials for an elective course. The module is constructed so that the student can achieve the following objectives: be able to state major achievements and unsolved problems in the health field; know how to seek qualified medical care services; learn to eat wisely, and avoid the use of unnecessary food supplements; develop a healthy skepticism about advertising claims for over-the-counter drugs; cut costs in shopping for drugs; become familiar with government programs for medical care services; state how Federal agencies operate to provide consumer protection; use sources of consumer information in the health field; and give thoughtful consideration to proposals now being offered for change. (FDI)

**ED 073 960**

Manzoor, Menahem

Arab World. Political and Diplomatic History 1900-1967: A Chronological Study. A Descriptive Brochure.

National Cash Register Co., Washington, D. C. Microcard Editions.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 72

Contract—OEC-0-8-000131-3544(014)

Note—40p.

Available from—NCR/Microcard Editions, 901 26th Street, N.W., Washington, D.C. 20037 (free)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Area Studies, \*Diplomatic History, History, \*Middle Eastern History, \*Middle Eastern Studies, \*Non Western Civilization, Program Descriptions

Identifiers—\*Arab States

The brochure contains descriptive introductory material on the first of seven volumes covering the Arab world. Five volumes are devoted to a chronology of events throughout the Arab world (including Arab-Israel relations) from 1900 up to 1967. The last two volumes contain a keyword index to the events. The project contributes to the Middle Eastern Studies and also serves as a model project to scholars and students concerned with research of other world areas. The first half of the brochure, arranged in five parts, includes: 1) a description of the project background, problem, purpose, scope, organization, research facilities, and progress information; 2) information on use of the computer to promote new techniques for handling, restoring, and disseminating data concerning the Arab world; 3) useful data on the Arab world; 4) abbreviations used in indices; and 5) acknowledgements. Over half of the pamphlet furnishes sample chronology and index pages. (SJM)

**ED 073 961**

Faulkner, Brenda F.

Changing Cities, Social Studies: 6470.04. Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, Behavioral Objectives, \*Change Agents, City Planning, \*City Problems, Curriculum Guides, Grade 7, Grade 8, Grade 9, \*Municipalities, Resource Guides, Secondary Grades, \*Social Studies Units, Urban Culture, Urbanization, \*Urban Studies

Identifiers—Florida, \*Quinmester Program

This general social studies course for grades 7-9 is an introduction to urban life: its history, the attraction of the city, its growth, advantages and problems. The condition of cities in America today is examined for the purpose of understanding the causes of their present condition and the steps that can be taken to save them. The goal of the course is to make students aware of urban development and problems in order that they may better understand and intelligently deal with the urban complexities. Learning activities are designed to guide the student toward an un-

SO 005 276

understanding of why and how cities develop and grow, the examination of problems that develop in large cities, and an understanding of the need for city planning and urban renewal. A special project, the design of plans for future cities, is suggested as the culminating unit activity. A student/teacher bibliography includes textual and audiovisual materials to support the study of changing cities. (Author/SHM)

**ED 073 962** SO 005 289  
The Good Man, Good Life, and Good Society, Social Studies, Language Arts: 6448.17.  
Dade County Public Schools, Miami, Fla.  
Pub Date 72

Note—9p.; An Authorized Course of Instruction for the Quinquennial Program.

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—Behavioral Objectives, Comparative Analysis, \*Cross Cultural Studies, Cultural Awareness, \*Cultural Education, Curriculum Guides, Grade 10, Grade 11, Grade 12, Humanities, \*Human Relations Units, Personal Values, Resource Guides, Secondary Grades, \*Social Studies Units, Social Values, Sociocultural Patterns, \*Values

Identifiers—Florida, \*Quinquennial Program

In this course outline for social studies in secondary schools a humanistic approach is designed to help the student develop his own personal philosophy and value system. Through comparative analysis of several societies, both past and present, students are introduced to differing views and differing cultures. Three value issues (What is a good man? What is a good life? What is a good society?) are examined together with geographic, political, economic and social settings of Athens, Florence, and New York. This unit deviates from the format used in most other quinquennial curriculum guides. The departure is due to the availability of a project produced by Holt, Rinehart, and Winston "The Humanities in Three Cities: An Inquiry Approach," from the Carnegie-Mellon University which contains objectives and learning activities which more than adequately support this 9 week unit. (Author/SHM)

**ED 073 963** SO 005 371  
Fox, Thomas E.  
Using Evaluative Assertion Analysis for Social Studies Research.  
Pub Date Nov 72

Note—8p.; Paper presented at Annual Meeting of the National Council for the Social Studies, Boston, Massachusetts, November, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographic Citations, \*Content Analysis, Curriculum Research, Evaluation Techniques, \*Political Socialization, Social Problems, \*Social Studies, Textbook Content, \*Textbook Evaluation, Textbook Research, Textbooks

There has been increasing pressure in recent years for a more realistic portrayal of societal complexities and problems in elementary and secondary social studies materials—especially textbooks. The author discusses in this paper a research project in which a large sample of social studies texts in wide use in grades three, five, and seven are evaluated. Emphasis is placed on description and evaluation of the ways in which social conflict associated with racial, economic, political, and ecological policies are presented to the young reader. Evaluative assertion analysis, a content analysis research technique, is used to extract from a message the evaluations being made of significant concepts. This technique is briefly described and the author illustrates the assumptions involved in the application of evaluative assertion analysis. (Author/SHM)

**ED 073 964** SO 005 376  
Larrey, Louis, Jr.  
A Pluralistic Model for Teacher Education at Stanford.

Pub Date 21 Nov 72

Note—13p.; Paper presented at CUFA Section, Annual Meeting, National Council for the Social Studies (Boston, Massachusetts, November 21, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Field Experience Programs, Inservice Teacher Education, \*Models, \*Preservice Education, Program Development, Secondary School Teachers, Social Studies, \*Teacher Education, \*Teacher Education Curriculum, Teaching Programs, Training Objectives

This paper describes the rationale behind the development of a model for secondary teacher education by the Stanford School of Education. New approaches in the area of teacher education are designed to meet these current demands in the schools: demands for teachers to have curriculum orientations which cross traditional curriculum boundaries; demands for teachers to be aware of and to deal constructively with student affect; demands for new patterns of staffing and resource utilization. The model itself consists of three components: Phase I, Continuous Professional Education Programs (pre-doctoral); Phase II, Doctoral Programs; and Phase III, Research and Development Programs. Each deals with a particular domain of activity related to teacher education and each intersects with the other two components, suggesting an integrated and unified teacher education effort. Emphasis in the programs to be developed will be toward diversity and the development and testing of strategies, approaches and technologies relevant to the training of teachers. Examples of programs which are particularly appropriate for prospective teachers of the social studies are given. (SHM)

**ED 073 965** SO 005 378  
Joyce, Bruce Weil, Marsha  
Conceptual Complexity, Teaching Style and Models of Teaching.

Pub Date Nov 72

Note—25p.; A paper prepared for the National Council for the Social Studies, Boston, November, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior Change, \*Concept Teaching, Educational Improvement, Information Processing, \*Instructional Design, Personality Assessment, \*Social Studies, Teacher Attitudes, \*Teacher Education, Teacher Improvement, \*Teaching Models

The focus of this paper is on the relative roles of personality and training in enabling teachers to carry out the kinds of complex learning models which are envisioned by curriculum reformers in the social sciences. The paper surveys some of the major research done in this area and concludes that: 1) Most teachers do not manifest the complex teaching models which are required in most curriculum innovations in the social sciences; 2) It is possible to train teachers to acquire complex models of teaching but personality plays a role in the acquisition of these models; and 3) It is worthwhile to develop instructional systems which modulate training types to the conceptual style or learning style of the teacher. Tables, charts and a reference list are included in this study. (FDI)

**ED 073 966** SO 005 384  
Mehlinger, Howard D. Patrick, John J.  
American Political Behavior.

Indiana Univ., Bloomington. High School Curriculum Center in Government.

Pub Date 72

Note—565p.

Available from—Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173 (\$5.22)

Document Not Available from EDRS.

Descriptors—\*American Government (Course), \*Civics, Classroom Games, Critical Thinking, Elections, Fundamental Concepts, Inquiry Training, Political Issues, Political Power, \*Political Science, \*Political Socialization, \*Politics, Public Affairs Education, Secondary Grades, Skill Development, Social Sciences, Social Studies, Textbooks, Voting

This text presents high school students with up-to-date findings of social scientists about political behavior in order to increase their political knowledge and sophistication. Case studies which describe the various political activities of typical citizens and political leaders are used throughout the work. Simulations, games, political attitude surveys, and data-processing activities are other strategies used in this one year course. Each of the lessons is designed to teach the skills of using evidence and logic to substantiate factual claims and rationally consider value claims. The book is divided into five units: 1) Introduction to the Study of Political Behavior; 2) Similarities and Differences in Political Behavior; 3) Elections and the Behavior of Voters; 4) Political Decision-Makers and 5) Unofficial Political Specialists. The material is structured so that Units 1, 2, and 3, or Units 4 and 5 can be used as one-semester

courses. ED 064 206 is the Teacher's Guide. (FDI)

**ED 073 967** SO 005 391  
Communities Around the World. Contrasting Communities. Teacher's Resource Unit.

Chelmsford Public Schools, Mass.; Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—67p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, \*Community Study, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, Grade 3, Human Relations Units, Resource Units, \*Social Studies Units, Social Systems, Sociocultural Patterns, Sociology

Identifiers—\*Project Social Studies

The social studies resource unit, the first of four in this course, outlines content dealing with the concept of community, helping third grade children to identify basic properties of any community. Specific objectives are described in the areas of culture, social organization, social processes, location, and cultural uses of environmental concepts; generalizations; gathering, analyzing, evaluating and geographic skills; and attitudes. Fifty-three outlined learning activities incorporate teaching strategies and furnish instructional media for each activity. Appendices include student materials on topics of communities consisting of maps, study questions, information summaries, and stories. Other documents in this series include ED 051 027 through ED 051 034; and SO 005 392 through SO 005 396. (SJM)

**ED 073 968** SO 005 392  
Communities Around the World. Teacher's Guide to Grade Three.

Chelmsford Public Schools, Mass.; Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Community Study, Concept Teaching, \*Cross Cultural Studies, Elementary Grades, Grade 3, Human Relations Units, Inquiry Training, Skill Development, \*Social Studies Units, Sociocultural Patterns, \*Teaching Guides

Identifiers—\*Project Social Studies

In this third grade teaching guide emphasis is placed on community study, providing data for generalizations about cultural diversity. Affective objectives foster curiosity and respect for cultural contributions and differences. Inquiry, critical thinking, geographic and sequential development of skills are stressed. Four resource units that focus on political and social institutions are on contrasting communities, gold mining, Manus Community in the Admiralty Islands, and the Paris community. The first part of the guide gives information on course goals, teaching strategies, the focus of the course, the place of the course in the elementary curriculum, the format of the units, adaptation of the units, and preparation of materials. Over half the document contains charts showing the sequential development of concepts and attitudinal behaviors in this course. Related documents are ED 051 027 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

**ED 073 969** SO 005 393  
Families Around the World. The Algonquin Family of New England. Teacher's Resource Unit.

Chelmsford Public Schools, Mass.; Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—71p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, \*American Indian Culture, American Indians, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, Ethnic Groups, \*Family



(Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, Inquiry Training, International Education, Resource Units, \*Social Studies Units, Social Systems, Sociocultural Patterns

Identifiers—Algonquins, \*Project Social Studies

This resource unit for grade 1, the second unit on the theme Families Around the World, is concerned specifically with the Algonquin Tribes of the Southern New England area. Objectives are for the students to cross-culturally examine the concept of culture, noting that it is a learned behavior, and to recognize the diversity in cultures and the contributions made to all by cultural pluralism. Students will also examine the social organization, social process, and the locational sites of the Algonquins. Inquiry training and concept learning are emphasized in numerous learning activities. The first part of the guide provides background information on tribal village life, major jobs of men and women, environment, clothing, farming, food, hunting, trapping, fishing, religion, and social structure. The majority of the document describes teaching strategies for 58 developmental activities in a format designed to help teachers see the relationships among objectives, content teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials for this unit. Related documents are ED 051 032, ED 051 033, SO 005 394, and SO 005 396. (SJM)

**ED 073 970** SO 005 394  
Families Around the World. The Japanese Family. Teacher's Resource Unit.

Chelmsford Public Schools, Mass.; Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—76p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Asian Studies, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, Ethnic Studies, \*Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, \*Japanese, Resource Units, \*Social Studies Units, Social Systems, Social Values, Sociocultural Patterns

Identifiers—\*Project Social Studies

The resource unit prepared for grade one is the fourth in a series on the theme of Families Around the World. For this study of the Japanese family, background material is presented for the teacher describing the site of Suze Mura, family structure, basic physical needs, a typical day, socialization, communication, village life today, and the comparison of a village and city. Major objectives of the course are to help students understand culture as a learned behavior, social organization, social process, and social, political, and economic factors related to location. Other objectives for this cultural study are defined, noting concepts and objectives as well as attitudes and skills to be developed. Teaching strategies are described for 64 activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include pupil materials prepared for this unit, such as maps, and activities that include flower arranging, paper folding, stories, and songs. Related documents are ED 051 207 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

**ED 073 971** SO 005 395  
Families Around the World. The Hausa Family in Northern Nigeria. Teacher's Resource Unit.

Chelmsford Public Schools, Mass.; Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—99p.; Revised

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, \*African Culture, Concept Teaching, \*Cross Cultural Studies, Cultural Differences, Curriculum Guides, Elementary Grades, Ethnic Groups, \*Family (Sociological Unit), Family Role, Grade 2, Human Geography, Human Relations Units, Inquiry Training, International Education, Resource Units, \*Social Studies Units, Social Systems, Sociocultural Patterns

Identifiers—Nigeria, \*Project Social Studies

Concerned specifically with the "Hausa" family, this third resource unit designed for grade two is one of a series on the theme of Families Around the World. In a cross cultural approach students examine the concepts of culture, cultural diversity, social organization, social process, and geography. Teaching techniques focus on activity learning, inquiry training, and concept teaching. The first part of the unit furnishes background information on the Hausa family describing the household, clothing, a typical day, socialization, and communication. A major portion of the document describes teaching strategies for eighty two activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials for this unit such as maps, readings, graphs, songs, and study questions. Related documents are ED 051 032, ED 051 033, ED 055 393, SO 005 394, and SO 005 396. (SJM)

**ED 073 972** SO 005 396  
Families Around the World. The Colonial Family of Boston. Teacher's Resource Unit.

Chelmsford Public Schools, Mass.; Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—119p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Activity Units, \*Colonial History (United States), Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, \*Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, Resource Units, \*Social Studies Units, Social Systems, Social Values, Sociocultural Patterns, United States History

Identifiers—\*Boston, \*Project Social Studies

First in a series of four social studies units in a Family Around the World series, this second grade unit focuses on New England culture and, more specifically, on the theme of Boston families during the Colonial era. The unit gives a historical perspective to contemporary students who trace present social and familial patterns and ideas to earlier patterns, analyzing differences and similarities. Objectives are for students to conceptually examine: culture, recognizing that culture is learned, and the norms, values, diversity, and uniqueness of culture; social organization, and social processes. Geographic skills are emphasized. Teaching strategies are described for 97 activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity. Related documents are ED 051 207 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

**ED 073 973** SO 005 403

Jacobson, William S. And Others

Revised Instructional Modules for Senior High Social Studies.

Cedar Rapids Community School District, Iowa.

Pub Date 72

Note—450p.

**EDRS Price MF-\$0.65 HC-\$16.45**

Descriptors—Activity Learning, American Government (Course), \*American Studies, Behavioral Objectives, Bibliographic Citations, Concept Teaching, Course Content, Course Objectives, \*Curriculum Development, \*Curriculum Guides, Elective Subjects, Resource Units, Secondary Grades, Skill Development, Social Sciences, \*Social Studies Units, Teaching Guides, United States History

This collection of three instructional modules for use in high school social studies classes in-

cludes course descriptions for twenty-three units of study. The format followed presents basic notes to the instructor on the intended scope of the course, teaching perspective and related bibliographic sources. Conceptual diagrams are drawn and a teaching guide lists and suggests coordination of materials, concepts and activities for each unit. Instructional objectives which guide the instructional modules in aspects of desired cognitive, affective, and skill development are stated. Four appendices contain information pertinent to the development and evaluation of this social studies curriculum project. (Author/SHM)

**ED 073 974**

SO 005 409

Gillespie, Judith A.

Using the School as a Political Laboratory for Civics and Government Instruction.

Indiana Univ., Bloomington. High School Curriculum Center in Government.

Spons Agency—American Political Science Association, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 8 Jun 72

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activism, Activity Learning, \*Civics, Decision Making, \*Learning Laboratories, Political Science, \*Political Socialization, \*Politics, Projects, School Role, Skill Development, Social Studies, \*Student Participation, Teaching Techniques, Transfer of Training

Identifiers—\*High School Political Science Curriculum Project

Four interrelated questions in this paper provide a framework for examining the rationale of a model for developing a political laboratory which would fulfill meaningful objectives for civics and government instruction. The first question, why make the school the focus of the laboratory, offers reasons for preferring the school over the classroom or community as a setting for political activity. Discussion of the second question—why stress political participation—gives theories of learning and instruction and of political participation and its effects on the political system. The third question deals with how politics can be taught via the laboratory and focuses on providing a framework for viewing school politics. The last question explains ways in which knowledge building, skill building, and participation activities can be designed. The lab can transform the image of the school into a dynamic social and political unit, and can help students transfer knowledge directly into a practical political situation. Related documents are SO 005 409 and SO 005 410. (Author/SJM)

**ED 073 975**

SO 005 412

Bragg, Desmond H., Ed. Drumheller, Sidney J., Ed.

Social Studies for Behavioral Change. A Book of Readings in the New Social Studies.

Pub Date [70]

Note—281p.; Presentations given at the Midwest Regional Conference for the Social Studies, March, 1970

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Affective Objectives, Behavioral Objectives, \*Behavior Change, Cognitive Objectives, Concept Teaching, Conference Reports, \*Curriculum Research, \*Educational Change, Educational Innovation, Inquiry Training, Instructional Materials, Interdisciplinary Approach, Learning Processes, Models, Programs, \*Projects, \*Social Studies, Teaching Techniques

This book of readings in social studies makes available several recent developments in this discipline and attempts to summarize some of the projects, monographs, and special programs being conducted at several major curriculum centers. Five facets of the new social studies are examined here. Part One is an overview of the nature and direction of the new social studies. Attention is given to the administrative problems which are likely to occur with rapid and significant changes such as those envisioned here. Readings are cited for student discovery and development. Part Two details several strategies and teaching-learning techniques advocated by leading social studies specialists. These strategies may be applied—sometimes with modifications—to nearly all the social studies areas and at most grade levels. Part Three illustrates techniques which apply specifically to several of the major fields of study. Part Four offers examples of the interdisciplinary ap-



proach, and Part Five demonstrates how all the disciplines and resources of the social studies may be brought to bear on significant social problems in order to effect social change. (Author)

ED 073 976 SO 005 414

Fleming, W. G.

Education: Ontario's Preoccupation.

Pub Date 72

Note—330p.

Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 (\$10.00; \$90, set of 8 volumes)

Document Not Available from EDRS.

Descriptors—Books, \*Educational Development, Educational Finance, \*Educational History, Educational Philosophy, \*Educational Practice, Educational Research, \*Educational Trends, Elementary Education, Enrollment Trends, General Education, Higher Education, School Statistics, School Systems, Secondary Education

Identifiers—Canada, Ontario

Written as an abridged companion volume to the seven-volume series, Ontario's Educative Society, this book shares the objective of exploring the development of education in Ontario since World War II. The material is presented within an historical framework and uses a broad definition of education which includes organizations and activities beyond the formal system. The book consists of ten chapters: 1) The Growing Importance of Formal Education for Utilitarian Purposes; 2) The Expanding System; 3) The Quest for Organizational Efficiency in the School System; 4) Province and University Come to Terms; 5) Educational Agencies Outside the Formal System; 6) New Practices and Procedures in the Educational Process; 7) Early Research Efforts and the Development of the Ontario Institute of Studies in Education; 8) Religion and Language; 9) The Burden of Support; and 10) Future Prospects for Formal Education. Related documents are ED 063 225 through ED 063 229; SO 005 311; and SO 005 413. (FDI)

ED 073 977 SO 005 423

Teaching About Africa in the Social Studies Curriculum. Evaluation of Activities for Seventh Grades in North Carolina: 1969-1972.

African-American Inst., New York, N.Y. School Services Div.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

Pub Date Aug 72

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*African Culture, \*Evaluation, \*Grade 7, \*Inservice Teacher Education, Instructional Materials, Junior High Schools, Media Selection, \*Social Studies, Teacher Workshops, Teaching Techniques

Identifiers—\*Africa

This report provides an evaluation of a three-year, joint project of in-service teacher training for teachers of Africa in the seventh grade Social Studies curriculum in North Carolina. The four major areas of concern were: 1) Cognitive Knowledge About Africa (including the dispelling of prevalent myths); 2) Teacher Attitudes Toward Change and Change Agents in the Social Studies Curriculum; 3) Teaching Methods and Techniques and; 4) Teaching Materials and Teacher Evaluation of Materials. A questionnaire reflecting these major areas was administered to teachers who had attended the two types of workshops - regional meetings and "week-long" intensive workshops. It was found that the project was successful in all four major areas and that both attitude and knowledge increased with exposure to the AAI training. Cooperation among agencies and local school units was found beneficial. A philosophy of curriculum change which considers the teacher as a decision-maker was found effective and the training was judged efficient. The test and questionnaire items are reprinted within the report and its appendices. (Author)

ED 073 978 SO 005 424

Directory of Law-Related Educational Activities.

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Pub Date 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Citizenship, Citizenship Responsibility, Curriculum Development, \*Directories, Educational Programs, Elementary Grades, Indexes (Locators), Interinstitutional Cooperation, \*Law Instruction, Legal Responsibility, \*Political Science, Program Descriptions, Projects, Secondary Grades

Interest in law-related citizenship education has grown enormously in the past few years. This directory is the result of a survey of school-related law and citizenship projects, and is intended to provide information about projects and prevent duplication of effort. Arranged alphabetically by states, the description of each project includes information compiled under the following headings: Subjects (subject areas taught); Activities (classroom teaching, training teachers, developing curriculum materials); Materials (noted only if developed by the project); Staff (teaching and administrative); Students (the number reached by the program during the last academic year and grade levels); Sponsors; and Sources of Funding (if any). Some projects of special interest are described in a second section and in a third is a cross reference to bar association activities. A sheet is included for organizations to submit up to date information for the next edition. (JMB)

ED 073 979 SO 005 426

Fraser, Stewart E., Ed.

International Education: Understandings and Misunderstandings.

George Peabody Coll. for Teachers, Nashville, Tenn. Peabody International Center.

Pub Date 69

Note—80p.

Available from—International Center, Peabody College, Nashville, Tennessee 37203 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Education, Educational Development, Educational Needs, Educational Philosophy, Educational Problems, \*International Education, Sex Education

Identifiers—Africa, Latin America, United States

This collection of symposium papers is concerned with various aspects of understandings and misunderstandings in international education. The discussion of comparative education involves a variety of topics ranging from educational philosophy to sex education. The five papers are: (1) Foreign Interpretations and Misinterpretations of American Education: Historical Notes by Stewart E. Fraser analyzes some prominent nineteenth century commentaries and criticisms made of American education by foreign visitors and educators; (2) Comprehensions and Apprehensions Concerning American Educational Philosophy by Brian Holmes; (3) Discernments Concerning United States Educational Aid to African Nations by Franklin Parker discusses educational problems of Africa and the involvement of America in the educational development of various African nations; (4) Towards a Study of Comparative Sex Education: Conceptions and Misconceptions by Robert M. Bjork identifies problems faced by nations and successful accomplishments of school systems throughout the world as they introduce the subject of sex education; and (5) Latin America: Educational Perceptions by Harold R. W. Benjamin stresses pressing educational needs in Latin America. (Author/SJM)

ED 073 980 SO 005 430

Marriott, McKim

Kishan Garhi Village, A Generation of Change: Technology, Society, and Culture.

National Council of Associations for International Studies, Pittsburgh, Pa.; New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-7718

Pub Date Aug 72

Contract—OEC-0-70-4943

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Asian Studies, Community Change, Community Study, Comparative Analysis, \*Developing Nations, Economic Development, Feminism, Films, Higher Education, \*Rural Areas, \*Social Change, \*Social Studies Units, Teaching Guides, Technological Advancement, Visual Learning

Identifiers—\*India

A village in the rural area of India—Kishan Garhi—is studied in this visually oriented social studies unit designed for higher education students. Concerned with the contemporary condition of human society rather than the historical evolution of the third world, this unit deals with the process of rural social change and the interaction of technology, society, and culture. A major objective of the comparative approach used is to reveal not only change, illustrating that innovative ideas and practices have penetrated developing countries, but also to present visual data illustrating how the quality of life has improved for the majority of villagers. An innovative approach combines a contrasting study of visual materials. Pictures were taken from Kishan Garhi showing evidence of change between the anthropologist's two visits—the first in 1951, and the latter in 1968. The major portion of the document provides a list of slides along with interpretations on changes in technology, society, and culture; women's roles; castes and occupations; agricultural operations; and village architecture. In addition, a brief introduction to the project and to the slides is given, and a list of slides and published materials included. Accompanying slides are available from Foreign Area Materials Center, State Education Department, 60 East 42nd Street, New York, New York 10017. (SJM)

ED 073 981 SO 005 437

Fromm, Erich

War Within Man: A Psychological Enquiry Into The Roots of Destructiveness. A Study and Commentary in the Beyond Deterrence Series.

American Friends Service Committee, Philadelphia, Pa. Peace Literature Service.

Pub Date 63

Note—60p.

Available from—National Peace Literature Service (AFSC), 160 North 15th Street, Philadelphia, Pennsylvania (\$3.35; Quantity Discount)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Conflict Resolution, Individual Characteristics, \*Peace, \*Personality Theories, Social Behavior, \*War

The major portion of the essay explores the psychological aspects of war within man and is followed by six different commentaries on Dr. Fromm's work. Divided into three parts, the essay first examines the nature of man to determine the goodness vs. evilness of man. Two basic personality types are identified: The necrophile, a destruction, perverted personality attracted to death; and the biophile, an optimistic personality attracted to life. It is hypothesized that the necrophile is a secondary potentiality—a perversion occurring when the primary, life-favoring potentialities are thwarted or fail to develop. The essay examines and compares in detail characteristics of necrophilous and biophilous persons. In addition, a comparison is made between the two orientations and Freud's concept of the life instinct (Eros) and the death instinct. Society fosters the biophilic personality type when the individual is surrounded by people who love life and when security, justice, and freedom exist. The last part of the essay deals with implications of these personality theories in regard to the nuclear age where the emphasis is in all modern industrial society is upon mechanical means, tending to promote the necrophilous attraction to death, war, and destruction. Commentaries on the essay are made by Jerome Frank, Paul Tillich, Hans Morgenthau, Roy Menninger, Pitirim Sorokin, and Thomas Merton. (SJM)

ED 073 982 SO 005 441

Training of Public Service Trainers. Report on a Pilot Course, St. Augustine, Trinidad, 10 August-18 September, 1970.

United Nations, New York, N.Y. Dept. of Economic and Social Affairs.

Report No—ST-TAO-M-60

Pub Date 72

Note—122p.

Available from—New York Department of Economic and Social Affairs, United Nations, New York (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, Developing Nations, \*Developmental Programs, \*Educational Programs, Government Employees, Human Development, Inservice Education, \*Leadership Training, Participant Involvement, Personnel Management, \*Pilot Projects, \*Public Ad-

ministration Education, Regional Cooperation, Skill Development, Teaching Methods  
Identifiers—Caribbean

This two-part document is a report on a pilot course in public administration training. Part I details the background and development of public service training needs and facilities in the Commonwealth Caribbean. The objectives of the pilot course and the structure and methodology of the program are outlined and a general evaluation of the course and recommendations for short-term and long-term follow-up activities are included. Part II is a compilation of a selection of papers presented by guest speakers and faculty members on a wide range of topics on the subject of training and the Caribbean environment. An appendix describes guidelines for training courses which were developed by the program participants. (SHM)

**ED 073 983** SO 005 443

Keach, Everett T., Jr.

**Intercultural Understanding: The Problem and a Process. Social Studies for the Elementary School. Proficiency Module #7.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—39p.

Available from—Department of Social Science Education, University of Georgia, 130 Fain Hall, Athens, Georgia 30601 (\$6.60/set; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, \*Cultural Awareness, \*Cultural Education, Elementary Grades, Guidelines, Preservice Education, \*Social Studies, \*Teacher Education, Teaching Techniques

This module is one in a series of teaching modules developed for a contemporary social studies curriculum. The purpose of this module is to develop an understanding of the sources of content to be used in an intercultural awareness curriculum and to reinforce teaching strategies learned in the other modules by applying them to the development of lessons in intercultural understanding. The terminal competency for this unit is: Given selected information on the "objects" and "dimension" of intercultural understanding, the reader will be able to derive a generalization from a set of cross cultural data and write a lesson plan incorporating an "object" and a "dimension" of intercultural understanding. The first section of the work discusses the development and applications of behavioral objectives in constructing an intercultural understanding curriculum. The second part contains case studies of two different cultures: The Hopi Indians of Northeastern Arizona; and A Japanese Family. Related modules are SO 005 444 through SO 005 450. (FDI)

**ED 073 984** SO 005 444

Hawkins, M. L.

**Skill Development—Maps and Globes. Social Studies for the Elementary School. Proficiency Module #8.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—39p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60 set of 8; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, Bibliographic Citations, Elementary Grades, Guidelines, \*Locational Skills (Social Studies), \*Map Skills, \*Skill Development, \*Social Studies, \*Teacher Education, Teaching Methods

This teacher proficiency module is composed of a sequence of activities designed to develop competencies in writing lesson plans for teaching social studies skills in primary and intermediate grades. Four skills that are a major responsibility of social studies teachers are noted: 1) reading social studies materials; 2) applying problem solving and critical-thinking skills to social studies; 3) interpreting maps and globes; and 4) understanding time and chronology. Guidelines drawn from research on how skills are learned are set forth and basic tasks for the teacher of skills are summarized. A case study of the development of map

and globe skills in elementary grades is used as a model for the study of social studies skill development. Elements of seven basic map skills are outlined. The participant in this study module constructs objectives and describes teaching tasks in exercises to clarify understanding of the processes involved in teaching social studies skills. A selected bibliography for methods of teaching elements of basic map skills is included. Related modules are SO 005 443, and SO 005 445 through SO 005 450. (SHM)

**ED 073 985** SO 005 445

Hawkins, Michael Williams, Elmer

**Interpreting Data. Social Studies for the Elementary School. Proficiency Module #4.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—39p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60, set of 8; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, Data Analysis, Elementary Grades, Generalization, Guidelines, Inductive Methods, \*Interpretive Skills, Models, \*Pictorial Stimuli, \*Questioning Techniques, \*Social Studies, \*Teacher Education, Teaching Techniques

One of the primary teaching tasks of an elementary school social studies teacher is that of helping pupils interpret the numerous sources of data found in a social studies program. The purpose of this self-instructional teacher education module is to develop proficiency in utilizing data interpretation process. A sequence of activities is designed to develop teacher competency in using a process model to guide pupils in the interpretation of data. The model outlines teaching strategies which move from a series of concrete, specific encounters with factual data to a higher cognitive level which requires a conclusion or generalization that can be supported by the data. Questioning techniques used to convey specific thinking tasks to pupils are discussed. In Part II a model for analysis of the data source of still pictures is used and activities related to picture analysis are included. Appendices contain in-depth analyses of two commercial photographs. Related modules are SO 005 443 and SO 005 444, and SO 005 446 through SO 005 450. (SHM)

**ED 073 986** SO 005 446

Bagley, Earl G.

**Concept Formation—Concept Teaching. Social Studies for the Elementary School. Proficiency Module #3.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—38p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60, set of 8; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, \*Concept Formation, \*Concept Teaching, Elementary Grades, Guidelines, Lesson Plans, Models, \*Social Studies, \*Teacher Education, \*Teaching Methods

This module for development of proficiency in identification of key social studies concepts and in teaching these concepts in an efficient and meaningful manner introduces the teacher-trainee to background information on concept formation and methods for planning and teaching social studies concepts. A sequence of activities is designed to develop competencies in writing lesson plans for the teaching of concepts. Behavioral objectives delineate the specific competencies desired upon completion of these activities. These include the abilities to identify concepts, to write a lesson plan showing the methods and materials to be used in teaching concepts, and to teach a selected concept to elementary school children at a grade level of choice. (Related modules are SO 005 443 through SO 005 445 and SO 005 447 through SO 005 450.) (SHM)

**ED 073 987** SO 005 447

Bagley, Earl G. Pierfy, David A.

**Simulation Games and Role Playing. Social Studies for the Elementary School. Proficiency Module #6.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—37p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60, set of 8; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, Bibliographic Citations, Elementary Grades, \*Games, Guidelines, Preservice Education, \*Role Playing, \*Simulation, \*Social Studies, Sociodrama, \*Teacher Education, Teaching Techniques

Designed as part of a series to develop teaching strategies for the elementary curriculum, this module focuses on simulation games and role playing as two important teaching devices. The first part describes games and simulation; and factors that should be considered in selecting, using, and debriefing games in the classroom. Exercises to test understanding of this section are included. The second section, points out how role playing is used in training children in rational problem solving, and the steps involved in this strategy. Short learning activities are also included for this section. Behavioral objectives in this module are that the teacher-trainee will be able to: utilize role playing techniques in lessons; write definitions of the concepts "game", "simulation", and "simulation game"; critique a simulation game; and reorder a set of scrambled steps employed in the strategy of role playing to illustrate the correct sequence. Related modules are SO 005 443 through SO 005 446 and SO 005 448 through SO 005 450. (FDI)

**ED 073 988** SO 005 448

Bagley, Earl G. And Others

**Organizing Knowledge for Instruction. Social Studies for the Elementary School. Self Instructional Module #1.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—29p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60, set of 8; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, Concept Formation, \*Concept Teaching, Course Organization, Elementary Grades, Generalization, Guidelines, \*Instructional Design, \*Social Studies, \*Teacher Education, \*Teaching Methods

Activities in this self-instructional module are designed to develop teacher-trainee competencies in organizing knowledge (information) for the purpose of classroom instruction. Behavioral objectives delineate the following specific competencies desired upon completion of the study: 1) the ability to distinguish between facts, concepts, and generalizations; 2) the ability to identify and order facts, concepts, and generalizations; 3) the ability to organize an information chart that graphically depicts the relationship between important concepts in a given body of knowledge. Related modules are SO 005 443 through SO 005 447, and SO 005 449 through SO 005 550. (SHM)

**ED 073 989** SO 005 449

Williams, Elmer

**Harmonizing Questions and Activities Used by Teachers with the Level of Cognitive Behavior Expected of Pupils. Social Studies for the Elementary School. Proficiency Module #2.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date [72]

Note—61p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60, set of 8; \$1.00 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, \*Cognitive Objectives, \*Critical Thinking, Elementary Grades, Guidelines, Models, Preservice Education, \*Social Studies, \*Teacher Education, \*Teaching Methods

The primary purpose of this module is to develop preservice student ability to write precise behavioral objectives and to match the thinking



level of behavioral objectives with the kinds of thinking expected of elementary pupils exposed to teaching based on those behavioral objectives. The student will also be taught to compose teacher questions that reflect the level of thinking desired of pupils and that clearly define for the pupils the "thinking" behavior(s) they are able to exhibit. The first part of this module outlines information and activities designed to develop critical thinking competencies embodied in the listed behavioral objectives. The second part offers information and activities dealing with classifying and writing instructional cognitive objectives focusing on the thinking process. Classifications of thinking as categorized by Bloom and his associates place knowledge at the base of a pyramid representing the least complex behavior, then comprehension, application, analysis, synthesis, and evaluation in an ascending order. Principles, descriptions, sample behavioral objectives, and activities for the six categories of Bloom are provided. Related documents are SO 005 443 through SO 005 448, and SO 005 450. (Author/SJM)

**ED 073 990** SO 005 450

Williams, Elmer

**Values and the Valuing Process. Social Studies for the Elementary School. Proficiency Module #5.** Georgia Univ., Athens. Dept. of Social Science Education. Pub Date [72]

Note—40p.

Available from—Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 (\$6.60, set of 8; \$8.00 each)

**EDRS Price MF-\$0.65 HC-\$2.29**

Descriptors—Activity Learning, \*Affective Objectives, Autoinstructional Aids, Behavioral Objectives, Elementary Grades, Guidelines, Models, Preservice Education, \*Social Studies, \*Teacher Education, \*Teaching Methods, \*Values

The purposes of this teacher training module are to: 1) develop awareness and understanding of the affective domain of learning, values, and the valuing process, and 2) develop competency in using teaching strategies designed to help children clarify their values. A sequence of activities is designed to develop enabling and terminal competencies in writing a value clarification lesson plan, in demonstrating an affective teaching strategy, in classifying affective pupil behaviors, in writing behavioral objectives, in determining the stage of the valuing process, and in identifying several alternatives of behavior. The first part of the document deals with an examination of Bloom's taxonomy of the affective domain. The valuing process is examined in the second part of the module. Presented in the 3rd section is a teaching strategy built around an unfinished story that will help children identify alternatives to a problem situation and to examine possible consequences of each alternative. Appendices include additional activities and a bibliography of materials for teaching about values. Related modules are SO 005 443 through SO 005 449. (Author/SJM)

**ED 073 991** SO 005 451

**Teacher's Guide to the Ninth Grade Course on Our Economic System and Socioeconomic Problems.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—75p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, Charts, Concept Teaching, Course Organization, \*Economic Education, Grade 9, \*Inquiry Training, Projects, Secondary Grades, Skill Development, Social Studies, \*Social Studies Units, Social Systems, Socioeconomic Influences, Teaching Guides, Teaching Techniques

Identifiers—Capitalism, \*Project Social Studies

This teacher's guide for a ninth grade course on the American economic system includes description of six units of study: 1) The United States: An Affluent Society; 2) The American Economy: How Our Economic System Works; 3) Farm Problems; 4) The Auto Industry; 5) Poverty

in the United States; and 6) units on Political Campaigns and Elections and The Middle East: An Area Study which alternate in election and non-election years. Behavioral goals, skills, objectives and goals related to concepts and generalizations are identified. Charts appended to the guide indicate specifically the way in which all goals are developed in the different units. Suggested teaching strategies based on the inquiry approach to teaching are included together with references to background papers on inquiry techniques. The guide is concluded with description of adapting the resource units to specific courses. Related documents are: SO 005 452 through SO 005 457. (SHM)

**ED 073 992** SO 005 452

**The Middle East. Grade Nine. Resource Unit (Unit VI).**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—211p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Activity Units, \*Arabs, \*Area Studies, Curriculum Guides, Economics, Foreign Policy, Grade 8, Grade 9, Inquiry Training, \*International Education, \*Middle Eastern Studies, Political Science, Resource Units, Secondary Grades, Sequential Programs, Skill Development, \*Social Studies Units

Identifiers—\*Project Social Studies

This resource unit, used either at the end of the 8th grade course or as an alternate course during non-election years in grade nine, provides an area study on the Middle East. Since emphasis in each of the five previous units designed for grade nine is on the American economic system and problems, this particular unit offers a contrasting study of economic systems. The unit also touches upon foreign policy and problems facing America in the Middle East. Arranged in a format similar to other Project Social Studies units, the unit is set upon a double page format to help teachers see the relationship between objectives, content, and teaching strategies and materials. (Author/SJM)

**ED 073 993** SO 005 453

**Poverty in the U.S.A. Grade Nine. Resource Unit (Unit V). Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—113p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Activity Units, Behavioral Objectives, Concept Teaching, Curriculum Guides, \*Economic Disadvantage, \*Economic Education, Grade 9, Inquiry Training, Resource Units, Secondary Grades, \*Social Studies Units, Social Systems, Socioeconomic Influences, Teaching Techniques

Identifiers—Capitalism, \*Project Social Studies

This resource unit, intended for use in Grade Nine, is developed to explore the problem of poverty in the United States. The objectives state generalizations, skills, and attitudes which are to be attained by the student. A detailed course outline sets forth guidelines for learning activities and suggests appropriate teaching procedures. A three-part bibliography (General Works on Poverty, Characteristics of the Poor, and Programs Dealing with Poverty) lists current materials for use with this unit of study. Related documents are: SO 005 451 and SO 005 452; SO 005 454 through SO 005 457. (SHM)

**ED 073 994** SO 005 454

**The American Economy. Grade Nine. Resource Unit (Unit II). Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date [67]

Note—54p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, Behavioral Objectives, Concept Teaching, Curriculum Guides,

\*Economic Education, Educational Games, Grade 9, Inquiry Training, Instructional Materials, Resource Units, Secondary Grades, \*Simulation, \*Social Studies Units, Social Systems, Socioeconomic Influences, Teaching Techniques

Identifiers—Capitalism, \*Project Social Studies

This resource unit for use in Grade Nine is designed to develop specific generalizations about the American market economy. The core of activities centers around a series of economic simulation games. The concepts and generalizations which are introduced in this unit are expanded upon and developed more thoroughly in later units in this curriculum plan. Objectives which outline the desired concepts, generalizations, skills, and attitudes to be attained in the study are given and suggested teaching procedures are detailed. Information sources for use with the unit are noted. Three simulation games which focus on the competitive market and wage bargaining between farmers and laborers are included. Related documents are: SO 005 451 through SO 005 453 and SO 005 455 through SO 005 457. (SHM)

**ED 073 995** SO 005 455

**Farm Problems. Grade Nine. Resource Unit (Unit III). Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—115p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Activity Units, \*Agribusiness, Behavioral Objectives, Concept Teaching, Curriculum Guides, \*Economic Education, \*Farmers, Grade 9, Inquiry Training, Marketing, Models, Problem Solving, Resource Units, Secondary Grades, \*Social Studies Units, Social Systems, Socioeconomic Influences

Identifiers—Capitalism, \*Project Social Studies

The materials in this resource unit for Grade Nine focus on farm problems as a case study for supply and demand analysis. The unit emphasizes a problem-solving approach. Students define the farm problems, set up and test hypotheses about causes of the problems, and investigate courses of action. An outline of the content of the unit precedes detailed guidelines for achieving specified learning objectives—attitudes, skills, and generalizations. A bibliography notes books and special references, pamphlets, periodicals, U.S. Government reports, and newspaper series on the subject of farm problems. The rationale for the development of this unit for supply and demand analysis is given in a background paper by Darrell R. Lewis. Four basic market models are characterized and major analytical and topical approaches to American farm problems are explored. The paper is concluded by an annotated bibliography of resource materials and graphs which illustrate market models and statistics on supply and demand. Related documents are SO 005 451 through SO 005 454; SO 005 456; and SO 005 457. (SHM)

**ED 073 996** SO 005 456

**The Auto Industry. Grade Nine. Resource Unit (Unit IV). Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 68

Note—79p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, Behavioral Objectives, Concept Teaching, Consumer Education, Curriculum Guides, \*Economic Education, Grade 9, \*Industry, Inquiry Training, Manufacturing Industry, Secondary Grades, \*Social Studies Units, Social Systems

Identifiers—Auto Industry, Capitalism, \*Project Social Studies

Unit four of this curriculum plan for ninth grade social studies outlines a study of the automobile industry in the United States. Objectives state the desired generalizations, skills, and attitudes to be developed. A condensed outline of course content precedes expanded guidelines for teaching procedures and suggested resource materials. A bibliography includes books, articles,



and other related references. Appended are a questionnaire on autos, an exercise on purchasing an auto, and an excerpt from the President's statement to Congress on truth in lending. Related documents are SO 005 451 through SO 005 455 and SO 005 457. (SHM)

**ED 073 997** SO 005 457

**Our Affluent Society, Grade Nine, Resource Unit (Unit I). Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 67

Note—68p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Activity Units, Behavioral Objectives, Concept Teaching, Curriculum Guides, \*Economic Education, Grade 9, Inquiry Training, Problem Solving, Resource Units, Secondary Grades, \*Social Studies Units, Social Systems, Socioeconomic Influences

**Identifiers**—Capitalism, \*Project Social Studies

This unit is designed as an overview of the year's course on economics and socio-economic problems. Pupils learn something about economics as a social science and the role of economists in helping people solve economic problems. They examine steps in problem solving and learn to distinguish between questions asking for explanation and prediction from those asking for normative or value decisions. The unit calls for a study of the concept of scarcity, and introduces pupils to some of the key questions which arise out of scarcity—what and how much should be produced; how it should be produced; how goods and services should be divided among people. Some time is spent considering ways in which economic goals differ in different societies and among different groups within American society. Objectives, content, teaching procedures, learning activities, and materials are outlined. Some of the broad skills toward which teaching is aimed are that the student: attacks problems in a rational manner; locates, gathers, organizes and analyzes information and draws conclusions; develops attitudes of skepticism toward conventional truths, and values objectivity in interpretation of evidence. Related documents are SO 005 541 through SO 005 456. (JLB)

**ED 073 998** SO 005 458

**Associated Schools Project in Education for International Understanding. List of Participating Institutions. (As of 31 August 1971).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date [71]

Note—72p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Directories, Elementary Schools, \*Foreign Countries, \*Guides, Indexes (Locators), \*Schools, Secondary Schools, Teacher Education, Universities

**Identifiers**—Associated Schools Project

This locational listing of schools in sixty-one member states of the UNESCO Associated Schools Project utilizes three languages: English, French, and Spanish. The member countries are listed in the forepart. The directory is arranged in three sections: 1) Primary Schools, 2) Secondary Schools, and 3) Teacher-Training Institutes. Countries are listed alphabetically in each section; the countries' educational coordinators are given; and the schools are listed with addresses. The Special Project Director or the Principal at each school is also included. (JMB)

**ED 073 999** SO 005 461

**Responsibilities of Social Studies to Our Changing Society. Conference Report.**

Allegheny County Schools, Pittsburgh, Pa. Intercultural Understanding Project.

Pub Date May 69

Note—101p.; Intercultural Understanding Project Conference Report (Pittsburgh, May 13, 14, 15, 1969)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Conference Reports, Educational Improvement, Educational Objectives, \*Relevance (Education), \*Social Change, \*Social Studies, Teacher Behavior, Teacher Education, Teaching Techniques, World Affairs

This conference paper focuses attention on the changing role of social studies in our changing

society. Working groups comprised of teachers, administrators, curriculum supervisors, and professors met to exchange ideas on new programs, attitudes and views of problems, and possible solutions to problems in the field of social studies. The first part, the major portion of the document, contains addresses made by the conference speakers. The second part contains a compilation of the notes from small group sessions and is arranged into three reports. In the first report, the need for change, a definition of the new social studies, and recommendations for the direction of change are discussed under the topic, "The Changing Responsibility for a Changing Society -- Why? What? For Whom?". The next report considers ways of "Fulfilling the Responsibilities -- Content and Methodology," and includes the relevancy of social studies content and teaching strategies. The last report deals with "Fulfilling the Responsibility—Administrators and Teachers," and is primarily concerned with implementing change in teacher behavior. (Author/SJM)

**ED 074 000** SO 005 473

**Directory and Description: Arts, Humanities, and Other Interdisciplinary Programs. Elementary, Junior, and Senior High Schools of the San Francisco Bay Area, 1971-1972.**

Alameda County School Dept., Hayward, Calif.; California Humanities Association.

Pub Date 72

Note—229p.

**EDRS Price MF-\$0.65 HC-\$9.87**

**Descriptors**—\*Art Education, Course Descriptions, \*Directories, Elementary Education, \*Humanities, \*Humanities Instruction, Questionnaires, Secondary Education

**Identifiers**—\*Interdisciplinary Programs, San Francisco Bay Area

This directory is an attempt to identify arts and humanities programs and courses in the elementary and secondary school of the San Francisco Bay Area as perceived by teachers and administrators who have developed them. Questionnaires were distributed, and interpretation was left up to the person filling them out as to what constitutes the humanities, integrated arts, and other interdisciplinary courses. Little editorial control was exerted on the reports, and, in most cases, information and descriptions were left in the words of the person who sent them in. The responses are arranged by county alphabetically; then alphabetically by educational level. Questionnaires are one page in length, and request information about the type of course taught, its organization, content, and activity emphasis, and major resources used. A brief narrative description of the program or course is also included. (Author/OPH)

**ED 074 001** SO 005 482

**Arley, Alfred S.**

**A Study of the Relationship of the Factors of Organizational Climates of Low Socio-Economic Status Elementary Schools to the Political Orientations of Fifth Grade Students. Final Report.**

Michigan State Univ., East Lansing.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-O-E-064

Pub Date Jun 72

Grant—OEG-5-70-0024-509

Note—101p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Disadvantaged Youth, \*Educational Environment, \*Educational Research, Grade 5, Models, Political Attitudes, \*Political Socialization, Questionnaires, Racial Factors, Socioeconomic Influences, Student Attitudes, Student Behavior, \*Student School Relationship, Student Teacher Relationship, Urban Schools

This study proposed to determine how 5th grade students' political orientations result from such social characteristics as their sex, age, socioeconomic status and race, and secondly, how student political orientations are influenced by the organization of their school. Emphasis was upon examining the organizational climate in an effort to see if this climate reinforces a belief that these children are merely passive subjects, or if they are active participants in the American political system. One thousand twenty seven fifth-grade students from low socio-economic status elemen-

tary schools in urban districts filled out a civic education questionnaire which measured their orientation toward aspects of the American political system, political knowledge, and political behavior. Two hundred sixty-five teachers completed the Organizational Climate Description Questionnaire (OCDQ). Control was introduced for the influence of student and teacher, sex, the race of interviewers and students, socioeconomic status, and age of student. Findings indicate that the elementary school organizational climate has less relationship to student political behavior and orientations than the school's racial composition. The climate factors Leadership Initiation and Source of Social Cohesion were shown to relate to a teacher role model, and Sense of Organizational Attachment and Administrative Structure to a school role model. (SJM)

**ED 074 002** SO 005 486

**Collins, H. Thomas**

**Problems and Opportunities in Improving Secondary Education About China. Service Center Paper on Asian Studies #5.**

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

Spons Agency—Johnson, Johnson and Roy, Inc., Ann Arbor, Mich.

Pub Date Dec 72

Note—37p.; Presented at Wingspread Conference (Racine, Wisconsin, June 6-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Area Studies, \*Asian Studies, \*Educational Improvement, \*Educational Problems, Inservice Education, Non Western Civilization, Preservice Education, Secondary Education, \*Teacher Education

**Identifiers**—\*China

The first part of the paper briefly reviews the teaching of area studies within the last generation, noting that Chinese studies have markedly increased. The second part discusses forces operating on social studies teachers today which quite naturally relate to area studies. These include calls for teachers to change their technique from expository to inquiry teaching; the numerous arrays of kinds of materials from which teachers must choose; pressures to teach new content areas but lack of training to carry it out; and the number of complex societal changes now in progress. Specific problems facing classroom teachers as they attempt to teach Chinese studies are identified. The major portion of the paper provides ten alternatives to typical suggestions on how to improve teaching about China. These alternatives differ from the usual suggestions in that they emphasize supplementing and/or using existing resources rather than beginning anew, and make inservice and preservice training available locally. Alternatives focus on topics dealing with a survey of the field; exchanges and visits; developing a newsletter; resource centers; inservice and preservice training; activities at teachers meetings; evaluating teaching materials; preparing new teacher materials; and checking with teachers and students to verify what they wish to know about China. Appendices are included. ED 065 402 is a related document. (SJM)

**ED 074 003** SO 005 537

**Forty Four Years a King.**

Minneapolis Public Schools, Minn. Dept. of Inter-group Education.

Pub Date 7 Dec 72

Note—54p.; Report of Task Force on Ethnic Studies

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Activities, Black Community, Elementary Grades, Human Dignity, Human Relations, Instructional Materials, Negro Achievement, Negro Attitudes, \*Negro Leadership, Race Relations, Racial Attitudes, \*Racial Discrimination, Racial Segregation, Racism, Secondary Grades, \*Social Studies, Teaching Guides

**Identifiers**—\*King (Martin Luther Jr)

This curriculum unit contains guidelines for Martin Luther King Jr. Day, January 15th. Items included in the guide are: a list of suggested activities, a short biography of Dr. King, excerpts from some of his speeches including the famous, "I Have A Dream" speech, a play, study questions, "A King's Journey", a game, and a story about King which shows some of the turning points in his life. Several short bibliographies are included. (OPH)

ED 074 004

SO 005 542

Johnson, Sheila

My Afro-American Workbook.

Minneapolis Public Schools, Minn. Dept. of Inter-group Education.

Pub Date 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, \*African American Studies, African History, Black Community, Elementary Grades, Ethnic Studies, Grade 4, Grade 5, Human Dignity, Human Relations, Instructional Materials, Negro Achievement, \*Negro History, Race Relations, Racial Discrimination, Racism, Slavery, \*Social Studies, Workbooks

This workbook is intended as a master for classroom use in grades 4 and 5. It is organized into 7 sections which cover: Africa, its geography and people; The Slave Trade; Slavery, which includes stories about several famous slaves; The Civil War, an explanation of the causes and results; New York-Harlem, which contains a 3-part story, "Jerry Lives in Harlem"; Black Power, what it is; and Civil Rights, which includes brief biographies of famous black Americans. Drawings for coloring are included in the unit, as well as many thought and study questions. SO 005 537, "Forty Four Years a King," is a related document in the series. (OPH)

ED 074 005

SO 005 544

Davis, Dixie M., Comp.

Bibliography of Resources on the American Indian for Students and Teachers in the Elementary School.

Minneapolis Public Schools, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Feb 67

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indian Culture, \*American Indians, \*Annotated Bibliographies, Anthropology, Art, Biographies, Elementary Grades, Ethnology, Legends, Music, Mythology, \*Social Studies

The American Indian is the subject of this bibliography and supplement. Recognizing the need for more skillful teaching about the American Indian, the compiler of this bibliography used the following criteria for listing resources: 1) usefulness to the classroom teacher, either as background material for himself or as possible learning tools for children; 2) avoidance of stereotypes and derogatory images; 3) reasonable accuracy. Citations are included on Indians of the continental United States, Central and South America, and Alaska and Canada; specific topics include: biography, myths and legends, poetry, languages, arts, crafts, craft sources, music, fiction, teaching aids, religion, foods, illustrators of Indians, museums, periodicals. Each of the resources is coded to show the level for which it is most appropriate—primary, intermediate, adult, or elementary school. Additional material will be reviewed from time to time and supplementary lists will be issued. (Author)

ED 074 006

SO 005 545

(Indian Poetry.)

Minneapolis Public Schools, Minn. Dept. of Inter-group Education.

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indian Culture, \*American Indians, Instructional Materials, \*Poetry, \*Social Studies

Another in a series of Task Force on Ethnic Studies units, this document contains over 60 poems of the American Indian. Other units in this series are SO 005 534 through SO 005 551. (OPH)

ED 074 007

SO 005 548

Ode, Sue

The First Americans—Yesterday and Today.

Minneapolis Public Schools, Minn.

Pub Date 70

Note—54p.; Report of a Special Task Force on Minority Cultures.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indian Culture, \*American Indians, Cultural Education, Ethnology, Reading Materials, \*Social Studies Units, Teaching Guides, Tribes

This unit is designed with a basic goal of instilling better understanding of, and empathy for, the American Indian. The first section outlines understandings and attitudes along with suggestions for corresponding activities and resources. This is followed by a Resource Manual that includes the following student readings: (1) Migration and Division of the Sioux; (2) The Beginnings of the Sioux; (3) Land of the Dakotas; (4) These Were the Sioux; (5) The Ending Went On and On; (6) Attitudes and Values of American Indians; (7) Background of Sioux—U.S. Government Conflict in 1800's; (8) The Indian Has a Problem—The White Man; (9) Cultural Cleavage Between the Teton Sioux and Western Civilization; and, (10) The Plight of the American Indian. A brief glossary is included as well as several pages of study questions. Other documents in this series are SO 005 534 through SO 005 551. (OPH)

ED 074 008

SO 005 614

Teaching Guitar. A Curriculum Guide for a High School Elective in Music Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, Folk Culture, Independent Study, \*Musical Instruments, \*Music Appreciation, \*Music Education, Resource Guides, Secondary Grades, Teaching Guides, Teaching Models

Identifiers—\*Guitar

The material in this curriculum guide for a high school elective course may be used in a variety of curriculum designs—from a mini-elective to a full year course. Although it is obvious that none of the students will become expert guitarists in the time allotted, hopefully, through a program based on guided self-instruction and doing, they will: (1) learn to play guitar with enjoyment and at least minimum competence; (2) find a satisfying and acceptable means of personal expression; (3) develop an interest in music and/or musical performance; (4) widen both their musical and educational horizons; (5) discover possible aptitudes for the creative and/or performing arts; (6) increase their ability to learn; and (7) undergo positive attitudinal and behavioral changes. Included in the guide are sections which: (1) help the student to select the guitar most suited to his tastes; (2) explain the use of capos and picks, and; (3) show a suggested model for a course outline which includes tuning the guitar through the use of grand barre chords. Many photographs are used to demonstrate the use of correct hand positions and chord formations. An annotated list of instrumental materials, films, periodicals, and inexpensive folksong collections conclude this guide. A related document is "A Teacher's Guide to Folksinging" (SO 005 429). (OPH)

ED 074 009

SO 005 622

Martin, Marie

Films on the Future: A Selective Listing.

World Future Society, Washington, D.C.

Pub Date 73

Note—60p.

Available from—World Future Society, P.O. Box 30369 - Bethesda Branch, Washington, D.C. 20014 (\$3.00)

Document Not Available from EDRS.

Descriptors—Aerospace Technology, Annotated Bibliographies, \*Audio Visual Aids, Automation, Behavioral Sciences, Biochemistry, Business, Communications, Documentaries, Ecology, Education, Energy, \*Films, Food, \*Futures (of Society), Instructional Films, Media Selection, Oceanology, Pollution, Science Fiction, \*Social Change, Sociology, \*Technological Advancement, Technology, Transportation

This annotated list of films focuses on fourteen subject areas: 1) Atomic Energy/Fuel/Power; 2) Automation/Computer/Data Processing; 3) Biochemical Research/Behavioral Sciences; 4) Communications/Transportation; 5) Concepts; 6) Ecology/Pollution/Weather Modification; 7) Education; 8) Food/Population Control; 9) Ocean/Ocean Sciences; 10) Sociology/Future Life Styles; 11) Space/Space Sciences; 12) Technology/Business/Industry; 13) Urban Planning; and 14) Science Fiction Films. Each entry contains the following information: Title, Year of Release, Rental Cost, Length of Film, Color or Black and White, Rental Source and Film Number, and a

Brief Description of the Film. The range runs from full-length features to technical information films. (FDI)

ED 074 010

SO 005 628

National Assessment of Educational Progress.

Citizenship Objectives for 1974-75 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0771

Pub Date 73

Grant—OEG-0-9-080771-2468

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, \*Citizenship, \*Citizenship Responsibility, Civics, Cognitive Objectives, \*Educational Accountability, \*Educational Objectives, Evaluation, Measurement Goals, Social Responsibility

Identifiers—Assessment, \*National Assessment of Educational Progress

The revised educational objectives for citizenship are presented in this booklet. (The original nine objectives are listed in ED 033 871). Brief summaries of the history and goals of the National Assessment, the procedures for developing revised educational objectives, and the main changes in the citizenship objectives precede the outline of revised objectives. Revision, undertaken by the American Institutes for Research, implied making the necessary additions, deletions and changes for updating. Seven major revised objectives identified are: 1) show concern for the well-being and dignity of others; 2) support just law and the rights of all individuals; 3) know the main structure and functions of their governments; 4) participate in democratic civic improvement; 5) understand important world, national, and local civic problems; 6) approach civic decisions rationally; and 7) help and respect their own families. Under each objective are listed several sub-objectives and a variety of behaviors appropriate for four target age levels; 9, 13, 17, and adults. Appendices list staff and participants involved in revising the objectives. Related documents are: ED 049 112; ED 049 113; ED 063 196; and ED 068 407. (SJM)

ED 074 011

SO 005 738

Dupuis, Mary M., Ed. Mittel, Harold E., Ed.

Sociology and the Study of Education. Report of a

Planning Conference for the NIE Planning Unit.

National Inst. of Education (DHEW), Washington, D.C. Planning Unit.

Report No—R-C106

Bureau No—BR-1-7059

Pub Date 30 Jul 71

Grant—OEG-0-71-3636(515)

Note—7p.; Report of a Planning Conference for the NIE Planning Unit (Washington, D.C., July 30-31, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Educational Economics, \*Educational Equality, \*Educational Improvement, Educational Philosophy, Educational Planning, Educational Problems, \*Educational Quality, Educational Research, Educational Resources, \*Educational Sociology, Foundations of Education, Intellectual Disciplines, Social Sciences, \*Sociology

Identifiers—\*National Institute of Education

Among the explorations undertaken in the course of establishing the National Institute of Education (NIE) by the NIE Planning Unit was a set of eleven conferences of experts on educational problems, methods, and content. Three of these conferences focused on the contributions that anthropology, psychology, and sociology might make to the fulfillment of NIE goals. This report covers the conference of seven sociologists in mid-1971. Attention focused on the possible conflicts among the three basic goals posited for NIE—between equality, on the one hand, and quality and resource effectiveness, on the other. Quality and resource effectiveness require different kinds of education to meet the different needs and talents of individuals; but such differences cannot exist without accompanying connotations of higher and lower, good and bad, prestige and stigma. Populist sentiment, in the name of equality, seems to call for leveling all education up, or down, to a common, undifferentiated, system. The group felt that sociologists could be helpful in finding goals and strate-



gies for achieving appropriate diversity while minimizing problems of status and stigma. Other problems addressed included questions about what makes an educational institution resilient, the relationships between size and other characteristics of educational institutions, and the characteristics of our educational system that make teachers feel weak and ineffective. Related documents are ED 047 167, SO 005 739, and SO 005 740. (IM)

**ED 074 012** SO 005 739  
Dupuis, Mary M., Ed. Mitzel, Harold E., Ed.  
**The Place of Psychology in a National Institute of Education. Report of a Planning Conference for the NIE Planning Unit.**

National Inst. of Education (DHEW), Washington, D.C. Planning Unit.  
Report No.—R-C104  
Bureau No.—BR-1-7059  
Pub Date 22 Jul 71  
Grant—OEG-0-71-3636(515)

Note—15p.; Report of a Planning Conference for the NIE Planning Unit (Princeton, New Jersey, July 22-23, 1971)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Conference Reports, Developmental Psychology, \*Educational Equality, \*Educational Improvement, Educational Planning, Educational Problems, \*Educational Psychology, \*Educational Quality, Educational Research, Educational Resources, Experimental Psychology, Foundations of Education, Individual Psychology, Intellectual Disciplines, Learning Theories, \*Psychology, Social Sciences

Identifiers—\*National Institute of Education

A group of psychologists met to consider and assess the potential contribution of psychology to educational research and development and, more specifically, to programs directed toward the problems of equality, quality, and efficiency in education. It is reported that the various fields of differential psychology, learning theory, developmental psychology, counseling and clinical psychology, and social and community psychology all need to be involved in any scientific attack on the three major problems in education mentioned above. Each of the fields are briefly reviewed in light of suggestions on how each field can relevantly contribute toward solving educational problems. Psychologists have much to offer NIE in the area of program evaluation and assessment, and experimental revision. The report also deals with the need for human resources and training of scientific personnel, teachers, and psychologists in a type of research that combines discipline and tasks, i.e., in which theory can be applied. Emphasizing that effective educational research needs to be interdisciplinary in approach, suggestions are made for a series of meetings devoted to interdisciplinary aspects. Arguments, pro-and-con, for NIE support of the training of behavioral scientists and after thoughts of several participants are summarized. Related documents are ED 047 167, SO 005 738 and SO 005 740. (SJM)

**ED 074 013** SO 005 740  
Dupuis, Mary M., Ed. Mitzel, Harold E., Ed.  
**The Place of Anthropology in a National Institute of Education. Report of a Planning Conference for the NIE Planning Unit.**

National Inst. of Education (DHEW), Washington, D.C. Planning Unit.  
Report No.—R-C105  
Bureau No.—BR-1-7059  
Pub Date 731  
Grant—OEG-0-71-3636(515)

Note—8p.; Report of a Planning Conference for the NIE Planning Unit

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Anthropology, \*Comparative Education, Conference Reports, Cross Cultural Studies, \*Educational Anthropology, Educational Development, \*Educational Improvement, Educational Planning, Educational Problems, \*Educational Research, Foundations of Education, Intellectual Disciplines, Social Sciences

Identifiers—Ethnography, \*National Institute of Education, Nonformal Education

The conference report recommends that NIE promote and support ethnographic studies of education in cultures without schools and in those where western schooling is being introduced. Since the values of formal education are now in

question and alternative systems are being suggested, it is offered that non-formal educational processes be examined by anthropologists who can guide and carry out educational research. Informal interviews, determination of the usages of languages and behavior unique to the community, and other methods are advocated. By systematically studying ethnographic materials we notice systems different from our own in which skills, knowledge, and values are transmitted without schools. It is also suggested that ethnographic research take place in the classroom to explore social interaction in the school systems, examining the administrative structure and the relationship between school and community. Other topics briefly touched upon are: 1) a suggestion for a post-doctoral NIE fellowship; 2) a listing of special fields of anthropology most relevant to education; and 3) a need for the development of a cross-cultural data bank on education which would permit the cross-cultural testing of established ideas. Appendices list human relations area file member institutions and representatives who maintain ethnographic materials on societies. Related documents are ED 047 167, SO 005 438, and SO 005 739. (SJM)

**ED 074 014** SO 005 799  
Wehlage, Gary G. And Others  
**Social Studies Assessment in Wisconsin Public Schools. A Position Paper.**

Pub Date Jan 73

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, Decision Making, \*Educational Accountability, Educational Needs, Educational Objectives, Educational Trends, \*Evaluation Criteria, Inquiry Training, Measurement Goals, Problem Solving, Relevance (Education), \*School Environment, School Responsibility, \*Social Studies

Identifiers—\*Assessment, Wisconsin

The Public Law enacted in 1971 requires that fundamental subject matter areas taught in Wisconsin's public schools be assessed. It is proposed in this paper that assessment of the State's social studies programs needs to focus its attention on the school environment, which educators can and should control, change, and improve, rather than assessing student performance or on breaking social studies into component parts. In essence, evaluation procedures need to focus on the cultural environment; i.e. what the schools are doing to provide quality educational experiences and opportunities permitting examining, questioning, and testing evidence and beliefs, which influence the thought and actions of students and which contribute to the social studies goal of increasing human understanding. When assessment focuses on academic achievement of students it only measures the circumstances of birth and social situation. Three questions describing the existing pattern of social studies experience are: 1) What opportunities are provided by teachers to involve students in the action of problematic inquiry? 2) What is the role of student and teacher in social study? and 3) Do the methods and materials of social studies instruction maintain the integrity of the social disciplines? (SJM)

**ED 074 015** SO 005 808  
Zwick, Peter R.  
**An Aggregate Data Archive for the Russian Area Studies Center, Louisiana State University. Final Report.**

Louisiana State Univ., Baton Rouge. Russian Area Studies Center.  
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
Bureau No.—BR-0-7737

Pub Date Apr 73

Contract—OEC-0-70-3985(823)

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Archives, \*Area Studies, \*Biographies, Communism, \*Data Bases, Governmental Structure, Political Power, \*Politics, Power Structure, Projects, Socioeconomic Background

Identifiers—National Defense Education Act Title VI, NDEA, \*Russia, USSR

This final report announces the completion of a project, the purpose of which was to develop in coded machine retrievable form, a biographical data archive on the Soviet political elite, and in addition, to gather data on socio-economic and political factors in the Soviet Union and Eastern

Europe. The computer processed data is intended to help researchers uncover significant patterns within the elite Soviet structure (those who have been members of the Central Committee of the Communist Party of the Soviet Union). Methods define the elite, then collect data about them. Problems encountered included the lack of specialists who are equipped to develop data sources, problems due to specialization, difficulty of collecting data because of the purging of political outcasts from official sources, and the unavailability of data on minor political figures. Project background information includes major sources for the bibliographical data. Appendices include 125 variables contained in a code book for Soviet political elite; a resume of instructions for users; and an information bulletin. The data file itself, held at the Russian Area Studies Center of Louisiana State University, is to be continuously updated. (SJM)

## SP

**ED 074 016** SP 005 860  
**Duality in Society: Duality in Teacher Education.**  
Northeastern Illinois Univ., Chicago.

Pub Date 22 Nov 71

Note—67p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Innovation, Program Descriptions, \*Rural Education, \*Rural Urban Differences, \*Student Teaching, \*Teacher Education, \*Urban Education

Identifiers—\*Distinguished Achievement Award Entry

Northeastern Illinois University developed a student teaching program designed to prepare the student teacher to function in both an inner-city setting where children are less advantaged socioeconomically as well as in an outer-city setting where the children come from relatively higher socioeconomic backgrounds. The five major aspects of the program include cross assignment, group counseling, seminars, other backup experiences, and duality workshops. (Budget considerations, personnel information, evaluation material, and related program material are presented.) (MJM)

**ED 074 017** SP 005 986  
Houston, W. Robert, Ed. Howsam, Robert B., Ed.

**Competency-Based Teacher Education; Progress, Problems, and Prospects.**

Science Research Associates, Inc., Chicago, Ill.

Pub Date 72

Note—192p.

Available from—Science Research Associates, Palo Alto, California 94304 (\$3.95)

**Document Not Available from EDRS.**

Descriptors—Curriculum Design, \*Educational Objectives, \*Performance Based Teacher Education, Teacher Behavior, \*Teacher Certification, \*Teacher Education Curriculum, \*Teacher Evaluation

This volume is an outgrowth of the 1971 conference on competency-based teacher education at the University of Houston. The authors deal with topics which concern the conference participants. The topics include a) change and challenge in teacher education, b) explicit objectives, c) curriculum design, d) evaluation of teaching behavior, e) consortia, f) implementation of teacher education programs, g) certification, and h) national priorities and commitments. Reference notes follow each topic. (BRB)

**ED 074 018** SP 006 002  
**The Fredonia Teaching Skills Laboratory: Experimental Development of a Model. Final Report.**  
State Univ. of New York, Fredonia. Teacher Education Research Center.

Pub Date 72

Note—61p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Demonstration Programs, Elementary Education, \*Laboratory Schools, Microteaching, \*Teacher Behavior, \*Teacher Education, \*Teaching Skills

Procedures for training undergraduates in basic teaching skills were developed over 7 semesters. The training involved six individual experimental programs of a semester's duration and a follow-up study of the students in the Spring of 1970



program. The training has been given to 438 elementary education majors. The purpose of the program was to make training a basic teaching interaction skills an effective and economical procedure in the preparation of elementary teachers. In each study, the students' teaching behavior was analyzed specifically according to procedures developed and tested at the Far West Laboratory. The curriculum of skills selected for study and use in the program have been Minicourse 1, Effective Questioning; Minicourse V, Tutoring in Elementary Mathematics; and Self-Guided Teaching Skills. Results indicated that the process appears to operate independently of the variables of supervisory attention, visual and written models, and large-group discussion as compared with independent study. In all experiments with the model, the behavioral changes induced appeared to be strong and positive; and with the follow-up study group, highly persistent through the period of student teaching. (A 25-item bibliography is included.) (Author/MJM)

ED 074 019 SP 006 008

Kyle, George M., Ed.

*Outdoor Recreation Action: Federal, State, Local, Private.*

Bureau of Outdoor Recreation (Dept. of Interior), Washington, D.C.

Report No.—R-21

Pub Date Oct 71

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Recreation Legislation, \*Federal Recreation Legislation, \*Local Recreation Legislation, Program Administration, Recreational Facilities, \*Recreational Programs, Recreation Finances, \*State Recreation Legislation

This booklet reports on outdoor recreation actions taken at the federal, state, local, and private levels. The Land and Water Conservation Fund and the financing of outdoor recreation on all levels are discussed. New agencies, personnel, reorganizations, resolutions, and recommendations for the organization and administration of outdoor recreation are described. The booklet also presents acquisition and developmental actions taking place on the federal, state, local, and private levels. Planning studies, conferences, research projects, new programs, training sessions, and technical aids for outdoor recreation are included. The booklet also contains cross references for significant action areas. (BRB)

ED 074 020 SP 006 011

Murphy, G.

*Status of the Teaching Force in Newfoundland.*

Pub Date 31 May 72

Note—11p; Paper presented to Conference of Learned Societies—CAPE-CORE-CERA Montreal, Canada, May 31, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, \*Group Status, \*Teacher Education, \*Teacher Qualifications, \*Teaching Conditions, \*Teaching Experience

Identifiers—Labrador, \*Newfoundland

This study obtained a general picture of the preparation, certification, experience, and positions of teachers in Newfoundland and obtained other factual information relating to the nature of its teaching force. The report states that during the fall term 1971, a 59-item questionnaire was returned by 80 percent of the teachers employed in the school system of Newfoundland and Labrador. This preliminary report is based on two random samples of the total 4,964 questionnaire returns. Results of the samples covering an extensive range of topics are included. (MJM)

ED 074 021 SP 006 032

Pavlish, Alfred Kazen, David

*How Pontiac Teachers View Their Schools.*

Pontiac City School District, Mich.

Spons Agency—Office of the Deputy Commissioner for School Systems (DHEW/OE), Washington, D.C.

Pub Date 11 Aug 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bus Transportation, Cultural Differences, Curriculum Development, \*Integration Effects, Racial Attitudes, \*Racial Integra-

tion, Research Projects, \*School Integration, School Personnel, \*Teacher Attitudes

The purpose of this study was to examine the attitudes and opinions of certified school personnel in Pontiac, Michigan after the school district of that city had undergone approximately 9 months of court ordered desegregation. The survey instrument, a mail opinionnaire, used in this study was designed to gather attitude data concerning the following: (a) the desegregation plan and its effects, (b) student interracial and interpersonal relationships, (c) relationships between administrative and instructional staff, and (d) the adequacy of the present school curricula. Results of the study indicate that a difference of opinions, perceptions, and attitudes exists between black and white professionals in the Pontiac schools. (Appendixes include investigation material.) (Author/MJM)

ED 074 022 SP 006 040

Knierim, Helen, Ed. Hobson, Barbara B., Ed.

*Outing Activities and Winter Sports Guide.*

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—146p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Athletic Activities, \*Outdoor Education, \*Physical Education, \*Physical Recreation Programs, \*Recreational Activities

This guide contains articles on outdoor recreational activities and official winter sports rules for girls and women. The articles on outdoor activities include the techniques, teaching, and organization of camping, canoeing, competitive cycling, and riflery. Four pages of references on nature and outdoor activities are presented along with two pages of visual aids references. The articles on winter sports contain official rules of and orientation to skiing and ice skating. References and visual aids are also listed for each sport. A section in the guide presents information about the Division for Girl's and Women's Sports and the services it offers to teachers. (BRB)

ED 074 023 SP 006 071

*Evaluation of Training Program for Community College Educators of Academically Deprived Students.*

Hawaii Univ., Honolulu. School of Social Work.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date [70]

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Community Colleges, \*Poverty Programs, Program Descriptions, \*Teacher Education, \*Teacher Programs, Teaching Experience

This training program was designed to provide community college educators with a deeper understanding of the nature of poverty and the manner in which poverty and deprivation affect the students' ability to learn in the formal educational system. The program was divided into three basic segments. The first two segments, conducted during the first two weeks of the program, were classroom seminars. One section was devoted to deprivation and its effect on learning, and the second section was devoted to learning and teaching theory. The third segment was conducted during the third week of the program and involved an actual teaching situation in which trainees were divided into eight groups with three to five trainees in each group. Each group presented one lesson for the other trainees to observe and evaluate. The teaching presentation was offered primarily to community college and college students. (Conclusions based on partially completed program evaluation are included. Appendixes contain related program material.) (Author/MJM)

ED 074 024 SP 006 073

Brown, Daniel G., Comp.

*Behavior Modification in Child, School, and Family Mental Health: An Annotated Bibliography on Applications with Parents and Teachers and in Marriage and Family Counseling.*

Pub Date 72

Note—105p.

Available from—Research Press Company, 2612 North Mattis Ave., Champaign, Illinois 61820 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, \*Behavior Change, Counseling, \*Family Counseling, Family Influence, \*Marriage Counseling, \*Mental Health, \*Student Teacher Relationship

The 241-item annotated bibliography provides a guide to current literature and films in the fields of mental health, education, counseling, and related areas. The bibliography contains articles dealing with the application of behavior modification principles to parents, teachers, parents and teachers, special settings for children and youth, and marriage and family counseling. Thirty-three of the items give information on current films in the field of behavior modification, including availability, length, and price of the films. The bibliography also contains an author and subject index. (BRB)

ED 074 025 SP 006 084

*The Michigan Planning Study for Follow Through.*

Interim Report to U.S. Office of Education.

Michigan State Dept. of Education, Lansing.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Agencies (Public), \*Followup Studies, \*Grants, Program Budgeting, Program Development, Program Evaluation, \*Resource Centers, \*State Agencies

This interim report, developed by the Michigan Department of Education, concerns the selection of local education agencies, community agencies, and resource centers for "Mini-Grants" for planning follow-through studies. The interim report covers the general concept of the Michigan Planning Study, identification and selection of local projects, program sponsor pre-selection and involvement, replication of models and role of resource centers, state education agency administration, cost analysis and reduction, evaluation, state follow-through policy advisory committee, parent involvement guidelines, tentative calendar of events, objectives of the Michigan Planning Study for follow-through, and a list of respondents not proposed as applicant communities. Appendixes are indicated but not included. (MJM)

ED 074 026 SP 006 092

*Prototype of Institute for Training Teachers of Minority and Low-Income Students. Director's Evaluation Report.*

Delgado Coll., New Orleans, La.

Pub Date [71]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, \*Economically Disadvantaged, Educationally Disadvantaged, Educational Problems, \*Inservice Teacher Education, \*Institutes (Training Programs), Lower Class Students, \*Minority Groups, \*Student Teacher Relationship

An institute which provided sessions every 2 weeks for teachers of socioeconomically deprived students was evaluated. The institute offered studies in the physical, cultural, economic, and educational backgrounds and problems of low-income and minority students; suggested solutions to these problems; examined the provision of compensatory work, methods of obtaining and developing instructional material, behavioral objectives, interactional analysis of teaching by teachers and counselors, student participation in curriculum planning, and student evaluation of teachers and curriculum. This content was selected by the participants: 20 faculty members, five low-income and minority students, and four leaders from socioeconomically deprived communities. The staff included instructors from various universities. Three evaluations of the institute were conducted. The first was an open discussion by participants on course content. The second and third were based on questionnaires about the strengths and weaknesses of the institute and recommendations for future programs. General satisfaction was expressed. Specific conclusions were a) the director of the institute should be a full-time member of the Delgado faculty; b) instructors should have an orientation to the needs of Delgado College; c) knowledge provided by

the instructors was a major strength of the institute; and d) guidance activities and peer counselors should be developed. (Appendixes include correspondence and evaluation questionnaires.) (BRB)

**ED 074 027** SP 006 115

*Turk, Frederick G. Rodgers, Mary C.*  
**Analysis and Synthesis of Teaching Methods. Supplement 1.**

District of Columbia Teachers Coll., Washington, D.C.

Pub Date 70

Note—12p.

Available from—Rodgers Research Teaching Associates, 3916 Commander Dr., Hyattsville, Maryland 20782 (\$5.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Debate, Discussion (Teaching Technique), Handicrafts, \*Individualized Instruction, Language Arts, \*Open Education, \*Small Group Instruction, \*Teaching Methods, \*Teaching Techniques

This document presents a brief analysis and synthesis of seven teaching methods. These methods include the pedagogy of the oppressed (i.e., a critical analysis of the uses of power to control man's behavior), the wardha scheme (i.e., craft-centered education), small-group methods, the open classroom approach, the British style debate, panel discussion and panel reporting, and individualized instruction. An 18-item bibliography is included. (MJM)

**ED 074 028** SP 006 140

*Dieter, Donn Louis*  
**Evaluation of Biology Teachers.**

Pub Date 72

Note—184p.; Doctoral dissertation, University of North Carolina at Chapel Hill

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Biology Instruction, \*Occupational Aspiration, \*Performance Criteria, Research Projects, \*Teacher Evaluation, \*Teacher Qualifications, Values

The purposes of this study were to identify the criteria that are used for evaluating the competencies of biology teachers, to determine the relative importance of these criteria, and to determine if the occupational status of judges affects the way they value specific criteria. The study group consisted of 220 selection committee members of the Outstanding Biology Teacher Award program of the National Association of Biology Teachers which was conducted in 46 states in 1970. The general methods and instruments employed included a review of literature, a questionnaire, and analysis of questionnaire responses. Statistical analysis indicated no significant differences existed between ratings given to items when used for preselection and the ratings given to the same items when used for the final evaluation of candidates for the Outstanding Biology Teacher Award. Results also indicated that the occupational status of various judges does relate to the way they might value some criteria. Recommendations are suggested. An extensive bibliography and appendixes of related material are included. (Author/MJM)

**ED 074 029** SP 006 141

*Huddle, Donald D.*  
**Supervision of Student Teachers: A New Concept.**

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, Educational Innovation, Inservice Education, School Community Cooperation, \*Student Teaching, \*Supervisory Methods, \*Teacher Supervision

This document describes changes in the traditional methods of supervising student teachers. These changes are based on curricular innovations in schools and universities and the reallocation of currently available resources. Major changes include the employment of a Coordinator of Education Field Experiences whose primary responsibility lies in the direction of curricular revision, the assignment of professors to spend blocks of time in the schools to act as resource personnel, the identification of a school employee who will act as a Student Teacher Instructional Leader, the development of inservice programs, and the development of a system of identifying and implementing mutual goals so that the schools and universities become a cooperative team in teacher and pupil education. (Author/MJM)

**ED 074 030** SP 006 173

*Cook, Gordon M.*  
**Why Competency-Based Teacher Education.**

Pub Date Mar 73

Note—16p.; Paper presented at National Association of Independent Schools Annual Conference, Washington, D.C. March 2, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Field Experience Programs, \*Individualized Instruction, Opinions, \*Performance Based Teacher Education, \*Program Planning, \*Teacher Education

This document reviews the competency-based teacher education movement (CBTE). The first portion discusses the definitions of CBTE. The second portion reviews the basic elements of CBTE: individualized instruction, personalization of instruction, student involvement, effective management systems, and a field-centered approach. Criticisms of CBTE are presented in addition to statements about the need for CBTE. (MJM)

**ED 074 031** SP 006 174

*O'Gorman, David E.*  
**Preliminary Design of a Computerized Information System for Teacher Education Centers in Greater Cleveland.**

Cleveland Commission on Higher Education, Ohio.

Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.

Pub Date Jul 72

Note—39p.; Prepared as part of the Project to Stimulate Innovations in Teacher Education, a site project

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Programs, \*Information Centers, Information Storage, \*Information Systems, \*Program Descriptions, \*Teacher Education

This report describes an information system designed to aid individuals within the Greater Cleveland Teacher Education Centers. Three components of the system are specified: information gathering or input, a data bank, and reports. Following an overview of the teacher education centers and information system, the primary design of the information system is outlined. Included in the outline are general systems flow, input forms, data bases, reports, and pre-implementation activities. Implications for use in other geographic and educational areas are included. (MJM)

**ED 074 032** SP 006 175

*Alvir, Howard P.*  
**How to Individualize Your Classroom Instruction by Using Performance Objectives.**

Pub Date 72

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Content Analysis, Course Descriptions, \*Course Objectives, Individualized Curriculum, \*Individualized Instruction, \*Performance Specifications, \*Teacher Education

This article attempts to show the teacher how to individualize the teaching experience by clarifying daily instructional goals. Its purpose is to reevaluate the cognitive, psychomotor, affective, and performance objectives used by the classroom teacher. The first section emphasizes the use of performance objectives in the classroom situation. The second section presents five steps necessary to individualize a classroom course through performance objectives; the first three steps give a general view of the course direction while the remaining steps emphasize specific course objectives. The last two sections of the article present examples of the lesson plan as used by teachers of an auto mechanics course and an advertising course. A critique of both examples is included. Twelve tables of data are presented. (BRB)

**ED 074 033** SP 006 188

*McCarthy, Donald J.*  
**Needed: Improved Leadership and Governance for Schools of Education.**

Pub Date [72]

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Improvement, \*Educational Needs, \*Governance, \*Leadership Qualities, \*Leadership Training, \*Schools of Education

This document discusses the present status of schools of education and indicates the need for

improved leadership and governance. Problems creating these needs and possible solutions are suggested. (MJM)

**ED 074 034** SP 006 194

*The Scottish Council for Research in Education.*  
**Forty-Fourth Annual Report, 1971-72.**

Scottish Council for Research in Education.

Pub Date Nov 72

Note—77p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annual Reports, Budgets, \*Educational Finance, \*Educational Programs, \*Educational Research, \*Foreign Countries, Grants, Research Projects

This booklet contains the annual report for 1971-72 of the Scottish Council for Research in Education. The first section lists the officers, members, principle officials, and staff responsible for special projects. The second section presents reports from the various committees of the council, stressing the reconstruction of the council's membership. In discussing special projects of the council, the focus is on sponsored and grant-aided research. The report includes budgetary considerations in the grants and a financial account of the council. The final section of the report presents reprints of journal articles written by a council member or related to a council project. The report also offers a list of research in education and educational psychology and the publications of the Scottish Council for Research in Education from 1930 to 1972. (BRB)

**ED 074 035** SP 006 211

*Student Teaching Cooperative Program.*  
Castleton State Coll., Vt. Dept of Education.

Pub Date 24 Nov 71

Note—15p.; Entry for the 1972 Distinguished Achievement Awards, American Association of Colleges for Teacher Education

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cooperative Planning, Cooperative Programs, Individualized Instruction, \*Performance Based Teacher Education, \*Preservice Education, Program Development, \*Teacher Education Curriculum, \*Team Administration

Identifiers—\*Distinguished Achievement Award Entry

This cooperative-based, continuous teacher education program at Castleton State College, Vermont focuses on the team approach in education. The teams include a) a college faculty core team; b) an institutional team with representatives from state departments, institutions of higher education, school districts, school boards, and the community; c) a local team with college and public school faculty and college students; and d) a learning team with representatives from the public school faculty, resource faculty, college students in preservice, and public school pupils. The objectives of the program stress individualization and performance-based education. The instruction in the program includes a) professional courses in the public schools; b) microteaching and seminars; c) large group, small group, and individualized instruction; and d) experience in the integration of subject matter through media and laboratory approaches. (The personnel involved, the budgets, evaluation procedures, and future trends are presented. The appendixes describe an early involvement program, special education concentration, and priority ratings.) (BRB)

**ED 074 036** SP 006 212

*Oklahoma City - Central State University*  
**Cooperative Program in Teacher Education.**

Central State Univ., Edmond, Okla. Coll. of Education.

Pub Date 23 Nov 71

Note—65p.; Entry for the 1972 Distinguished Achievement Awards, American Association of Colleges for Teacher Education, Washington, D.C.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Programs, \*Educational Theories, \*Field Experience Programs, \*Program Descriptions, \*Student Teaching, \*Teacher Education

Identifiers—\*Distinguished Achievement Award Entry

The Oklahoma City-Central State University Cooperative Program in Teacher Education is designed to provide student teachers preparing for middle school careers with a more realistic



opportunity to integrate educational theories of learning and behavior with day-to-day public school experiences. A maximum of 25 students spend a full semester in an Oklahoma City middle school where they complete their student teaching and three academic courses: Educational Psychology, Child and Adolescent Psychology, and Educational Tests and Measurements. The academic courses and student teaching are conducted by a team of two Central State University professors who spend approximately 4 hours each school day in the building, both spring and fall semesters, supervising the student teachers and teaching the courses. (Related program material and a reference bibliography are included.) (MJM)

ED 074 037 SP 006 213

**Pre-Student Teaching Laboratory Experiences for Students Majoring in Physical Education and in Elementary Education. The Children's Motor Development Program.**

Wisconsin Univ., Stevens Point. Dept. of Health, Physical Education, and Recreation.

Pub Date 17 Nov 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, \*Elementary Education, \*Laboratory Training, \*Motor Development, Perceptual Motor Coordination, \*Physical Education, Physical Education Facilities, Preservice Education, \*Teacher Education, Undergraduate Study

Identifiers—\*1972 Distinguished Achievement Award Entry

This report of the 1972 Distinguished Achievement Award Entry from the University of Wisconsin describes the Children's Motor Development Program which is designed to give student teachers experience in elementary physical education methods through volunteer laboratory training. After a review of the development of the program, the following opportunities which the program provided are listed: (a) the study of gross motor patterns, motor development levels, fine motor skills, and perceptual motor development of preschool children; (b) the design of individual programs to improve developmental progress of the child; and (c) the improvement of the child's motor skills, knowledge of himself, and adjustment to the school's environment are discussed. The relationship of this program to other university and community programs is stressed. (BRB)

ED 074 038 SP 006 214

**Cooperative Programming of Learning Experiences Through Outdoor-Environmental Education.**

Milwaukee Public Schools, Wis.; Wisconsin Univ., Whitewater.

Pub Date [71]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, \*Environmental Education, Learning Activities, \*Learning Experience, \*Outdoor Education, \*Student Teaching, \*Teacher Education

Identifiers—\*Distinguished Achievement Award Entry

The College of Education at the University of Wisconsin-Whitewater and the Milwaukee Public Schools collaborated on a series of 2 1/2-day resident camp outdoor education programs. Three to five university students were assigned to a camp period and received pre-camp orientation by the program directors. The students taught, counseled, and supervised as the program required. Post-camp activities included class discussion regarding the merit of teaching methods observed and utilized, the characteristics and capabilities of children, expectations of cultural groups, outcomes of learning experiences, and camp organization and administration. (Evaluation materials are included.) (MJM)

ED 074 039 SP 006 217

**[Teacher Preparation Program.]**

Immaculate Heart Coll., Los Angeles, Calif.

Pub Date [71]

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, Educational Innovation, Individualized Curriculum, \*Preservice Education, \*Spiral Curriculum, \*Teacher Education Curriculum, \*Teacher Programs

Identifiers—\*Distinguished Achievement Award Entry

Immaculate Heart College, Los Angeles, California developed a self-initiated and self-directed curriculum in the Teacher Preparation Program. The curriculum was based on a spiral planning model. Emphasis was placed on continuous evaluation, exploration of the learning experience, development of experimental teacher training experiences in the public schools, practice of various educational methodologies, stimulation of learning among students and faculty, and self-determination as the program's guiding principle. The basic elements in the accomplishment of these goals were a) early and continuing observation and participation in learning situations, in place of the usual student teaching period, and b) reflection and dialogue on values, content, and methods through student and faculty seminars. (Excerpts from the State Board of Education accreditation team are included in the report along with a copy of the budget. The appendices include a journal article on the Teacher Preparation Program, a handbook from Immaculate Heart College on the program, and a research/evaluation design for the program.) (BRB)

ED 074 040 SP 006 218

**Case Study: A New Approach to Student Teaching at Mount Marty College.**

Mount Marty Coll., Yankton, S. Dak.

Pub Date 1 Nov 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Innovation, \*Preservice Education, \*Program Descriptions, \*Student Teaching, \*Teacher Education, \*Teaching Experience

Identifiers—\*Distinguished Achievement Award Entry

Mount Marty College developed a student teaching program in 1970 which lasted a full semester. The course work ordinarily taken in an 8-week block during professional semester was integrated into the work of the full semester. Teacher education faculty and special methods faculty in the academic areas prepared individual learning packets to teach some of the theory to be learned. Student teachers met for full-day seminars on the college campus once a month and for a 3-day summary and evaluation at the end of the semester. Teacher education faculty and academic instructors of special methods visited the schools each week to confer with the student teachers and their cooperating teachers and to observe the work of the students. (Appendix include related program materials.) (Author/MJM)

ED 074 041 SP 006 219

**The Reorganized Teacher Education Program at the College of Emporia.**

Emporia Coll., Kans.

Pub Date 18 Nov 71

Note—28p.; Entry for the 1972 Distinguished Achievement Awards, American Association of Colleges for Teacher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, Learning Laboratories, Performance Specifications, \*Preservice Education, Simulation, \*Teacher Education, \*Teacher Education Curriculum

Identifiers—\*Distinguished Achievement Award Entry

This report describes a reorganized teacher education program at the College of Emporia, Emporia, Kansas. The following objectives of the program are discussed: a) the elimination of curricular nonessentials, b) the avoidance of duplication of concepts covered in various courses, c) the provision of theory and concepts relative to the teaching experience in simulated situations, d) permission of faculty to function in their specialized areas, and e) development of responsibility in students in the areas of acquisition and application of theories. Also noted are the contexts in which these objectives were investigated: a) courses corresponding to a list of 43 competencies that instructors deemed valuable in teacher education; b) learning packages for each competency which consisted of behavioral objectives, bibliography, slide-illustrated tape lectures and other instructional media, and self-tests; c) seminars focusing on instructional objectives, entering behavior, instructional methodology, and performance assessment; and d) field experiences

and simulation. The personnel involved, the budget, and proposed evaluation procedures are discussed. The list of competencies and related courses, an index to learning packages, student self-assessment form, and evaluation forms are included. (BRB)

ED 074 042 SP 006 220

**Cooperative College-Elementary School Project in Mathematics.**

Kansas State Coll. of Pittsburg.

Pub Date [71]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Enrichment, \*Elementary School Mathematics, \*Elementary School Teachers, \*Inservice Teacher Education, \*Mathematics Instruction, Teacher Education, \*Teacher Programs

Identifiers—\*Distinguished Achievement Award Entry

This elementary teacher education program was designed to improve the instruction of mathematics in Unified School District #250, Pittsburg, Kansas. The program was implemented by Kansas State College of Pittsburg and sponsored by the National Science Foundation. The project consisted of three phases: a) a 6-week summer institute designed to up-date the mathematical background of elementary school teachers, b) a fall semester in-service course designed to assist key personnel in implementing instructional improvement projects in the elementary schools, and c) monthly in-service meetings for all elementary classroom teachers. Evaluation for the first phase of the project revealed profitable experiences by the participants. (Included in the report are procedures for future evaluation of the remaining two phases, the budget report from the National Science Foundation, and a discussion of the personnel involved in all three phases.) (BRB)

ED 074 043 SP 006 242

**Secondary Teacher Preparation at Wheeling College: A Model Based Upon Person, Performance, and Partnership.**

Wheeling Coll., W. Va.

Pub Date [71]

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Master Teachers, \*Performance Criteria, \*Program Descriptions, School Community Cooperation, \*Secondary School Teachers, \*Teacher Education

Identifiers—\*Distinguished Achievement Award Entry

The secondary teacher preparation program at Wheeling College prepares students to become master teachers. The program emphasizes three themes: person, partnership, and performance. To develop the person, the education department helps the student to define beliefs, state goals, establish plans for reaching set goals, and evaluate progress. To develop partnership, the education department and a committed school share resources to establish a realistic professional environment. The third theme, performance, provides students with a framework so that they can compare their progress with behaviors and competencies of master teachers. The following related program materials are included: an annotated listing of these materials; "Design of a Secondary Teacher Training Program for Wheeling College;" "Student Teaching at Wheeling College;" "Secondary Teacher Preparation at Wheeling College: A Model Based Upon Performance and Partnership;" "The Function of a Principal in a School Used as an Education Center;" and "Student Reaction to Education Semester". (Author/MJM)

ED 074 044 SP 006 243

**The Role of the University of Wisconsin - Eau Claire in the Consortium Effort to Implement, Maintain and Institutionalize Individually Guided Education and the Multiunit Elementary School.**

Wisconsin Univ., Eau Claire.

Pub Date [71]

Note—372p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Educational Innovation, \*Individualized Instruction, \*Multiunit Schools, Program Descriptions, \*Role Perception

Identifiers—\*Distinguished Achievement Award Entry



This case study focuses on the role of the University of Wisconsin-Eau Claire (UW-EC) in a consortium effort to implement, maintain, and institutionalize individually guided education and the multi-unit elementary school (IGE/MUS-E). The framework for the study is based on the chronological academic involvement of UW-EC with the various facets of the program. Reference materials for the (IGE/MUS-E) program which are included are: "Individually Guided Education and the Multiunit Elementary School" by H. J. Klausmeier, M. Quilling, J. Sorenson, R. Way, and G. Glasrud; "The Development and Evaluation of the Multiunit Elementary School, 1966-1970" by Klausmeier, Quilling, and Sorenson; and extensive appendices on the consortium program, "A Wisconsin State-wide Model Program for Developing Leaders in Role Differentiated Elementary Schools." (MJM)

**ED 074 045** SP 006 247

Doyle, Wayne J. Schwartz, Henrietta S. Methodology: A Crucial Issue for Research and Evaluation in Experimental Programs.

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Disadvantaged Youth, Educational Programs, \*Educational Research, Evaluation Methods, \*Experimental Programs, \*Professional Personnel, \*Research Methodology, \*Urban Schools

This paper describes an attempt to deal with the issue of dissatisfaction in the traditional approach to doing research and evaluation at the Ford Training and Placement Program for professional personnel in the inner-city schools of a large metropolitan area. The paper discusses a) the kinds of questions that need to be examined in this program, b) the rejection of traditional means for examining these questions, and c) the development of alternative research methods. The paper reports on the four phases in which the program was examined in the university and cooperating school settings: Phase I was a knowledge-seeking period; Phase II involved a restructuring of training experiences by using the focused preparation and coordinated preparation of participants; Phase III emphasized the restatement of goals in terms of programmatic objectives; and Phase IV involved testing and reevaluation, if necessary. An alternative research approach is also presented. (BRB)

**ED 074 046** SP 006 272

Butcher, Russell H. Heaps, Richard A.

Predicting Student Teacher Effectiveness.

Pub Date [72]

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Effective Teaching, Microteaching, \*Predictive Measurement, \*Preservice Education, Role Playing, \*Student Evaluation, \*Student Teaching, Teacher Education

The value of four pre-training screening devices for predicting student teaching effectiveness was examined. The four activities were a) microteaching for 7 minutes, b) microteaching for 30 minutes, c) role playing using reality therapy, and d) values conflict discussion. These activities were administered to 52 undergraduates in the Brigham Young University Individualized Secondary Teacher Education Program. Following each activity, an evaluation of the participants was made. The predictive areas of evaluation included a) interaction of the participant with the students during the student teaching experience, b) interaction of the participant with other teachers during student teaching, and c) general teaching effectiveness of the participant during student teaching. Following the student teaching, an evaluation of the participants was made by their cooperating teachers. A comparison of the data revealed that the 7-minute microteaching was the most consistent predictor of student teaching success. The 30-minute session was the poorest predictor. The remaining activities proved to be irrelevant to the student teaching evaluation. (Ten references and one table of statistical data are included.) (BRB)

**ED 074 047** SP 006 273

Coleman, Peter

The Improvement of Aggregate Teaching Effectiveness in a School Division. Occasional Paper No. 18.

Manitoba Association of School Trustees, Winnipeg.

Pub Date Dec 72

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Effective Teaching, \*Inservice Education, Teacher Behavior, \*Teacher Evaluation, Teacher Placement, \*Teacher Selection, \*Teaching Quality

The aggregate level of teaching effectiveness in a school division can be improved over a 5-year period if attention is paid to the administrative decisions of teacher selection, assignment, development, and retention/release. A model has been constructed with four behavioral dimensions: warmth, indirectness, cognitive development, and enthusiasm. The empirical measurement of these dimensions allows predictive evaluation for teacher selection, formative evaluation for teacher development, and summative evaluation for retention or release decisions. The area of teacher assignment can be improved by consultation and student selection; however, more constructive methods are in the developmental stage. (The report contains four pages of references.) (BRB)

**ED 074 048**

SP 006 274

Coleman, Peter

Improving Teacher Education: Some Considerations. Occasional Paper No. 16.

Manitoba Association of School Trustees, Winnipeg.

Pub Date Dec 72

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Innovation, \*Effective Teaching, Inservice Education, Preservice Education, \*Teacher Education, Teacher Evaluation, \*Teacher Improvement, \*Teacher Programs

This paper surveys research literature on teacher education in Canada and the United States in an attempt to describe and analyze the current situation and add some new directions to the field. In discussing the goals of teacher training programs, it is concluded that these goals are dependent on the goals in education, i.e., learning. Some external factors affecting the teacher training programs are reviewed; stressed is the cost of education, the demand for changes in existing teaching practices, and skepticism regarding the relevance of years of training to competence in the classroom. A review of the literature in Canada and the United States on current practices and the need for change in teacher education reveals parallels between the two countries. Of the new directions discussed, the following programs are suggested: the new teacher as a change agent, team teaching and differentiated staffing, and teacher internship. The abstracts of 30 documents on teacher education are included along with two pages of references. The appendix presents some policy statements of School Trustees Associations advocating changes in teacher training. (BRB)

**ED 074 049**

SP 006 275

Kaufman, Barry A.

Philosophical and Psychological Rationale for Competency-Based Teacher Education.

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Objectives, Educational Psychology, \*Educational Research, Evaluation Needs, \*Performance Based Teacher Education, \*Program Development, \*Systems Analysis

In reviewing the development of competency-based teacher education, emphasis was placed on philosophical and psychological rationales and on systems analysis. The philosophical rationale stresses the acquisition of knowledge in teacher education programs. Competency-based teacher education programs broaden this scope to include the application of this knowledge to actual learning situations. The psychological rationale stresses the manner in which individuals learn, as well as behavioral objectives. The concern for behavioral objectives provides the impetus to specify and measure specific learning outcomes. Systems analysis emphasizes the purpose, process, and components of teacher education. Competency-based teacher education programs also broaden this spectrum to include the necessity of evaluation in the program. Further research is needed. (Thirteen references are included in the paper.) (BRB)

**ED 074 050**

SP 006 276

Frye, Helen B.

Development and Initial Validation of the Teaching Situation Reaction Test (Elementary Form), A Measure of Teacher Effectiveness.

Spons Agency—Dayton Univ., Ohio. Research Inst.

Pub Date [72]

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Effective Teaching, \*Elementary School Teachers, Measurement Instruments, \*Teacher Evaluation, Teaching Quality, \*Test Construction, Test Results, \*Test Validity

Identifiers—\*Teaching Situation Reaction Test, TSRT

The Teaching Situation Reaction Test (TSRT), a measure of secondary school teachers' effectiveness, was adapted to the intermediate elementary grades. The TSRT (Elementary Form) was administered to 210 volunteer teachers in the fourth, fifth, and sixth grades in Dayton, Ohio during January 1969. Two groups of teachers were formed for in-depth study—those scoring in the top 27 percent (High Group) and the bottom 27 percent (Low Group) of the 180 teachers providing useable response sets. Each group contained 48 teachers. Teachers in the High Group were compared with teachers in the Low Group on 25 factors in four categories: personal, classroom, school environment, and performance. A one-way analysis of variance was made by computer, comparing the means of the two groups of teachers on all 25 factors. The F-test was applied to determine significant differences. Results indicated that teachers scoring high on the TSRT and teachers scoring low represent different samples of the population. Further conclusions are indicated. (A 9-item bibliography and related research material are included.) (Author/MJM)

**ED 074 051**

SP 006 277

Beisenharz, Paul C.

Research in Teacher Questioning Behavior: Past, Present, and Future.

Pub Date Nov 72

Note—11p.; Paper presented to Annual Meeting of Mid-South Educational Research Association, New Orleans, La., Nov. 11, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Research, Inquiry Training, \*Questioning Techniques, \*Teacher Behavior, \*Teacher Qualifications, \*Teaching Methods, Teaching Techniques

This paper identifies the main findings, goals, and limitations of research related to teacher questioning behavior. It is based on a review of the literature and research conducted by the author who developed and utilized a multiple-category question classification system in 54 elementary school classrooms. A number of limitations that have hampered past research efforts are identified: the importance of teacher variables affecting questioning behavior—age, background in the discipline under investigation, number of years teaching experience; adequate control of the content within which questions are asked; lack of utilization of model instructional strategies in the classification of questioning behavior; difficulty in the adequate sampling of teacher questioning behavior, use of unidimensional category system versus a multiple-category system; difficulty in the design of experimental studies involving analysis of questioning behavior; use of syntax versus context in the categorization of questions; and difficulty in generalizing from past research due to a lack of comparability of category systems and protocol determination within these systems. A 15-item bibliography is included. (Author/MJM)

**ED 074 052**

SP 006 278

Peters, William H.

An Investigation of the Influence of Cooperating Teachers in Shaping the Attitudes of Student Teachers Toward the Teaching of English.

Pub Date [71]

Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cooperating Teachers, \*English Education, Preservice Education, Secondary Education, \*Student Teachers, \*Teacher Attitudes, \*Teacher Influence

A 24-item questionnaire—Attitudes Toward the Teaching of English—was administered to 34 cooperating teachers and their 34 student

teachers from the University of Kentucky. The questionnaire was administered to both groups as a pretest and to student teachers as a posttest. This study investigated the influence of cooperating teachers toward the teaching of English. Results from the pre- and posttests were statistically analyzed. It was found that cooperating teachers did influence the attitudes of student teachers toward the teaching of English. In this study, the influence was in the direction of a more progressive attitude toward the teaching of English. It is recommended that a careful selection of cooperating teachers within teacher education programs be made. (Three tables of statistical data are presented along with a copy of the questionnaire.) (BRB)

ED 074 053 SP 006 279

Starkey, John D. And Others  
Discipline: Are Older Teachers More Liberal Than Younger Ones?

Pub Date [72]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Age Differences, \*Class Management, \*Classroom Arrangement, Classroom Techniques, Discipline, \*Discipline Policy, Student Teacher Relationship, \*Teacher Attitudes

A questionnaire was administered to 356 teachers and administrators enrolled in graduate courses at Northern Illinois University. The participants were divided into four age groups: 18-26, 27-33, 34-40, and over 40. The questionnaire investigated attitudes concerning the initiation of classroom discipline, effective methods for classroom discipline, and the effect of class structure on discipline. It was found that participants over 40 years of age are more liberal in many views concerning discipline than participants under 27 years of age. It was suggested that better classroom discipline will result from a) the principal's support of the teacher's view of a reasonable classroom, b) parent-teacher conferences concerning children with discipline problems, c) the establishment of discipline rules in the first few days of class, and d) a variation of teaching methods in the maintenance of discipline. It was also found that class structure was not effective in the maintenance of classroom discipline. (BRB)

ED 074 054 SP 006 280

Campbell, Lloyd P. Williamson, John A.  
Problems in Student Teaching: Academic versus Non-Academic Subjects.

Pub Date 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Education, \*Educational Research, \*Inservice Teacher Education, \*Secondary Education, \*Student Teachers

This study investigated selected problem areas in student teaching experienced by teachers of academic and nonacademic subjects. The Student Teacher Problems Inventory (STPI) was administered to 270 secondary education student teachers in the last week of their student teaching experience. The mean scores for each of the problem areas were compared and an analysis of variance revealed significant differences in the scores. Results showed that language arts and social science teachers consistently had more difficulty in certain problem areas than industrial arts and physical education teachers. Mathematics and foreign language teachers sometimes experienced more difficulty than the nonacademic teachers. Specific problem areas were discussed. (The report includes the STPI and two tables of statistical data.) (Author/BRB)

ED 074 055 SP 006 281

Changes in Self-Concept During the Student Teaching Experience. Research Report, Volume 2, No. 5.

Louisiana State Univ., Baton Rouge. Coll. of Education.

Pub Date Nov 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individual Characteristics, \*Self Concept, \*Self Concept Tests, \*Student Teachers, \*Student Teaching, Teacher Behavior, \*Teaching Experience

The effect of the student teaching experience on self-concept was investigated. In the spring semester 1971-72, 260 students were enrolled in the student teaching courses in the College of

Education, Louisiana State University (LSU). At the beginning and end of the semester, they were asked to respond to two Likert-type rating scales: self as a person and self as a teacher. By use of the usual weighting procedures associated with the Likert scale, it was possible to arrive at a self-concept score for each student at the beginning and at the end of his work as a student teacher. Changes were determined by finding the differences between pretest and posttest scores. Results indicate that positive changes occurred during the student teaching experience for 75 percent of the participants, greater growth in self-concept occurred on the part of off-campus student teachers than was the case with those assigned to the LSU laboratory school, and the mean self-concept changes of student teachers who worked in inner-city schools was in stark contrast to the comparable measures as applied to the group working in suburban schools. (A 14-item bibliography is included.) (MJM)

ED 074 056 SP 006 282

Abstracts of Papers Available from the Educational Services Department of the Manitoba Association of School Trustees. Occasional Paper No. 17.

Manitoba Association of School Trustees, Winnipeg.

Pub Date Nov 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstracts, \*Administrative Policy, \*Community Involvement, Differentiated Staffs, \*Educational Finance, Educational Policy, Policy Formation, \*Staff Utilization

This document provides abstracts of papers prepared by the staff of the Manitoba Association of School Trustees for circulation to the trustees. The papers fall into three main categories: staff utilization, policy analyses of administrative and financial matters, and relations between laymen and professionals. Topics of the occasional papers cover pupil-teacher ratios, community involvement, teacher retirement, large school systems, differentiated staffing, accountability, policy making, the role of the school administrator, educational finance, educational data processing, teacher turnover, and the improvement of teacher education. Miscellaneous papers cover school district reorganization in Canada, a rationale for differentiated staffing, organizational effectiveness in education, and a study of the political socialization of the young. (MJM)

ED 074 057 SP 006 284

Okey, James R. Ciesla, Jerome L.  
Designs for the Evaluation of Teacher Training Materials. Report No. 2.

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Oct 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, \*Evaluation Methods, \*Instructional Materials, Measurement Instruments, \*Research Design, Teacher Education, \*Teacher Evaluation, \*Teaching Skills

This paper describes methods to assess the impact on students of a teacher using skills learned in a training program. Three designs for assessing the effects of teacher training materials are presented: time series design, equivalent time-samples design, and posttest-only control group design. Data obtained by classroom teachers while using the designs are included. Some of the considerations when selecting appropriate research and evaluation designs are discussed in addition to the problems of analyzing data from the designs. An eight-item bibliography is included. (Author/MJM)

ED 074 058 SP 006 285

Burleson, David

The First Five-Year Plan for Population Education with a Bibliography for Population Center Libraries.

Pub Date May 72

Note—45p.; Working Paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, \*Curriculum Design, Curriculum Research, Demography, \*Educa-

tional Innovation, \*Population Education, Population Trends, \*Program Development, \*Teacher Education

Following a brief description of population control in the last 10 years, this paper outlines a Five Year Plan for population education. Four prerequisites to the Plan are presented: a) traditional approaches must be accommodated or bypassed, b) new subject matter must be introduced at the expense of current content, c) value spheres must be included, and d) personnel must be developed to train teachers and teacher educators in this field. The development of the Plan is reported as including the introduction of courses into urban, suburban, rural, and ghetto schools; introduction of in-service courses into community colleges and technical institutions; and proposed emphasis on in-state programs. A 10-item annotated bibliography on population education ends the narrative portion of the report. Appendix I presents a 12-page bibliography; Appendix II, a multidisciplinary approach to population education; Appendix III, a strategy for population education with discussions on needs, current status, general strategy, and tasks. Notes on curriculum design, program development, learning resources, academic programs, research, and evaluation of the strategy are also included. (BRB)

ED 074 059 SP 006 286

Achieving Academic and Social Objectives in Elementary Grades Through Behavioral Analysis. Volume VI, No. 4.

Atlanta Public Schools, Ga.; Georgia State Univ., Atlanta. Center for Applied Behavioral Research.

Pub Date Jul 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Behavioral Objectives, \*Behavioral Science Research, Behavior Chaining, \*Behavior Change, Elementary School Students, \*Social Behavior

A Behavior Modification Program was implemented in four classes of a normal public school. These four classes encompassed 93 children ranging in age from 7 to 14 years. Included in the project was a second grade, a third grade, a sixth grade, and a seventh grade. The primary focus of the program in the second, sixth, and seventh grades was upon increasing the academic performance of the children through a variety of methods, including the use of student tutors and points for correct work. In the third grade the primary focus was upon control of extremely high rates of disorderly behavior through the use of a home-based management system. The results revealed that in each of the three classes where academic performance was the primary variable, statistically significant differences were obtained on the Metropolitan Achievement Tests when compared to control groups. Further, all classes increased in number of academic levels passed. Additional experiments indicated that a) it was the point reinforcement system which controlled the children's rate of academic performance, b) student tutors led to increased levels and academic performance when compared to periods when no tutors were present, and c) the academic performance of the tutors was facilitated by the process of teaching other children. A two-item bibliography is included. (Author)

ED 074 060 SP 006 289

Stamler, Moses

Models of Structures and Strategies for Teacher Education in Developing Nations.

Pub Date 15 Sep 69

Note—62p.; Paper presented at Regional Conference for Special Study of Teacher Education in Southeast Asia, Bangkok, Thailand, Sept. 15, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conceptual Schemes, \*Developing Nations, \*Educational Improvement, \*Educational Problems, Models, \*Teacher Education Identifiers—\*ASIA

This document presents two stages of a three-stage model dealing with teacher education problems in Asia. The third stage of the model, "Implementation," is not discussed since it requires field work experience and feedback. Stage I, "Understanding the Problem," concerns the specifications and objectives of teacher edu-



cation, problems impeding the achievement of objectives, and the securing of data relevant to the improvement of teacher education. Stage II discusses the models of strategies and structures to achieve target specification and objectives and to overcome problems. Emphasis is placed on broad as well as specific strategies and structures. (A 39-item bibliography is included.) (MJM)

**ED 074 061** SP 006 295

Smith, William F., Ed. *And Others*  
*Ways to Understanding.*

Jefferson Parish School Board, Gretna, La.  
Spons Agency—Office of the Deputy Commissioner for School Systems (DHEW/OE), Washington, D.C.

Pub Date 72

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Integration, \*Elementary Education, \*Inservice Teacher Education, \*Integration Effects, \*Program Descriptions, \*Racial Integration, \*Teacher Workshops

A one-day in-service workshop was held for elementary and middle school teachers in Jefferson Parish, Louisiana. Each workshop consisted of large-group presentations followed by small-group discussions by participants, who were divided into nine groups. Presentations concerned techniques to aid motivation among multicultural and multiracial groups, sociological implications of desegregation, and discipline and communications in desegregated schools. The small-group sessions were evaluated by the consultants while large-group sessions were evaluated by participants. (Appendixes include related program material.) (MJM)

**ED 074 062** SP 006 296

*The Experimental Teacher Education Program.*

Case Study.

University of Northern Colorado, Greeley.

Pub Date 72

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Innovation, \*Performance Based Teacher Education, \*Preservice Education, \*Student Teaching, \*Teacher Education Curriculum, \*Teacher Programs, \*Teaching Experience, \*Team Teaching  
Identifiers—\*Distinguished Achievement Award Entry

The Experimental Teacher Education Program (ETEP) was a cooperative effort between the University of Northern Colorado and the Denver Public Schools. The program modified three major areas of teacher education: a) general education, b) student teaching experiences, and c) methods courses. The general education course requirements emphasized an interdisciplinary approach; faculty members in six distinct disciplines collaborated in planning and team teaching a variety of courses. Field experiences were begun in the first quarter of freshman year and continued through the sophomore year. Teaching experience took place in rural, suburban, and inner-city schools from kindergarten to grade 12. The standard methods courses were replaced by a professional year in which students prepared instructional portfolios in their major field of interest. (Budget considerations and personnel involved in ETEP are discussed. A manual on ETEP is included in Appendix A, publicity articles in Appendix B, and teacher competency forms in Appendix C.) (BRB)

**ED 074 063** SP 006 297

Altman, Burton E.

*Operation CITE: (Cooperative Investment in Teacher Education.)*

Wisconsin State Univ., La Crosse.

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Inservice Teacher Education, \*Program Descriptions, \*Student Teachers, \*Student Teaching, \*Supervisory Activities, \*Teacher Education, \*Teacher Supervision

Identifiers—\*Distinguished Achievement Award Entry

Operation CITE (Cooperative Investment in Teacher Education) provided student teachers with a closer and more informal type of supervision, while at the same time furnishing their critic teachers with consultant services to deal with their unique instructional and curricular problems. A classroom teacher was designated by the school administration and the university staff

as a clinical professor responsible for the student teachers in his building. A university professor was assigned to the building as a consultant. Orientation meetings were planned for the classroom teachers. Throughout the year a series of assessments were effected by the leadership team to analyze and remedy problems associated with the operation. These assessments became the basis for the strategies which were used for the development of a series of in-service meetings. The program has not been in operation long enough to be evaluated; however, there does seem to be an indication of strong support among the teachers and student teachers. (Appendixes A & B include related program material.) (Author/MJM)

**ED 074 064** SP 006 298

Goldbas, Mervyn *And Others*

*Teacher Performance: Do We Know What We are Evaluating?*

State Univ. of New York, Fredonia. Teacher Education Research Center.

Pub Date 73

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Records, \*Confidential Records, \*Elementary Education, \*Performance Based Teacher Education, \*Performance Criteria, \*Student Evaluation, \*Student Teachers, \*Teacher Characteristics, \*Teacher Placement

Identifiers—\*Distinguished Achievement Award Entry

This study was designed to provide the teacher trainers at State University College, Fredonia, New York with information to identify the actual criteria upon which student teachers were being evaluated and to provide a basis for altering the evaluation process so that it would measure more validly the degree to which objectives of the field experience program were attained. A random sampling of Student Teaching Evaluation Forms of elementary education graduates was analyzed in terms of their relationship to marks, recommendations, and job success. Pearson's Product Moment Correlation was used to indicate the strength of association between the evaluative criteria of instructional traits, human relationships, classroom management, and personal traits to the variables of grades, recommendations, and job success. Results showed that the Student Teaching Evaluation Forms had little external or internal validity. (A copy of the form is included.) (BRB)

**ED 074 065** SP 006 300

Carlson, William L.

*Professional Semester I in Elementary Teacher Education.*

Wyoming Univ., Laramie. Coll. of Education.

Pub Date Nov 69

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Theories, \*Elementary Education, \*Observational Learning, \*Program Descriptions, \*Student Teaching, \*Teacher Education, \*Teaching Experience

Identifiers—\*Distinguished Achievement Award Entry

The University of Wyoming elementary teacher education program, Professional Semester I, is designed to relate college theory to classroom practice. Two college instructors and three university school teachers work with students in 4-hour blocks 4 days a week. The students study basic teaching methods relating to the four educative processes—communication, learning, problem solving, and evaluation—for 2 of the 4 hours. The remainder of the time students observe and participate in learning activities in curricular areas involving the processes in grades 1, 3, and 5. Flexible scheduling within the 4-hour block enables students to observe activities both morning and afternoon. (Related program materials are present in the text and in the appendixes.) (MJM)

**ED 074 066** SP 006 301

*Experimental Model for Teacher Education.*

Washington Univ., Seattle. Tri-University Project in Elementary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Tri-University Project in Elementary Education.

Pub Date 70

Note—9p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cooperating Teachers, \*Elementary Education, \*Field Experience Programs, \*Performance Based Teacher Education, \*Performance Criteria, \*Teacher Interns, \*Teaching Models

The Experimental Model for Teacher Education at the University of Washington is designed to serve as an elementary teacher education laboratory for twelve experienced teacher participants, nine post-doctoral and three pre-doctoral participants. The laboratory applies experience and training of the project's participants to the training of 19 prospective teachers (interns) and 16 prospective clinical associates (cooperating teachers). The emphases of the project are: a) performance criteria, b) a field-based program, c) a tighter relationship between educational theory and classroom practice, and d) more intensive classroom experience. The personnel involved in the project and the replication of instructional services add to the budget expenses. The project's implementation of new trends aid in the improvement of teacher education. Experienced teacher participants are chiefly responsible for intern evaluation. Charts describing the organization of the project and the teaching competency model are presented along with tasks and criteria for classroom management. (BRB)

**ED 074 067** SP 006 303

Jeter, Jan T. Davis, O. L., Jr.

*Elementary School Teachers' Differential Classroom Interaction with Children as a Function of Differential Expectations of Pupil Achievements.*

Pub Date 73

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, La., February 25-March 1, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, \*Achievement Need, \*Elementary School Teachers, \*Interaction, \*Low Achievement Factors, \*Student Teacher Relationship, \*Teacher Behavior, \*Verbal Communication

The purposes of this study were to determine whether fourth grade social studies teachers verbally interacted differently with pupils as a function of differential expectations of pupil achievement and to determine whether fourth grade social studies teachers verbally interacted differently with boys and girls. Data were collected using the Brophy-Good dyadic observation system. Results revealed that teachers differ significantly in their teaching behavior with respect to high- and low-expectation pupils. However, teachers did not discriminate differentially between boys and girls. The findings of the study suggest that teachers probably do communicate differential performance expectations to different pupils through their classroom behavior, and the nature of this differential treatment is such as to encourage the pupils to respond in ways which would confirm teacher expectancies. (A 20-item bibliography is included.) (Author)

**ED 074 068** SP 006 304

Larkin, Ralph W.

*Social Exchange in the Elementary School Classroom: The Problem of Teacher Legitimation of Social Power.*

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Environment, \*Discipline, \*Elementary School Students, \*Individual Power, \*Leadership Styles, \*Power Structure, \*Social Behavior, \*Social Environment, \*Teacher Behavior

A study of teacher leadership styles and classroom climates in 75 elementary school classrooms showed that teacher task and expressive orientations powerfully influenced classroom morale. Teacher authoritarianism had no effect, calling into question interpretations of previous studies of teacher leadership. Teacher power orientation showed strong negative relationships to peer influences and peer group centrality. With classroom climates typed according to morale, peer influence, and peer group centrality, combinations of teacher leadership modes—based on task and expressive and power orientations—were strong influences on classroom climates. Teachers legitimated their power through satisfaction of task and socio-emotional needs of the students. Non-legitimation of power leads to alienated or rebellious classrooms. (A 14-item bibliography and appendixes of related research material are included.) (Author)



ED 074 069

SP 006 305

*Lueders-Salmon, Erika*  
**The Active Classroom: A Comparison of Team-Teaching and Self-Contained-Classroom Schools.** Technical Report No. 31.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—TR-31

Bureau No.—OEC-6-10-078

Pub Date 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Class Management, \*Classroom Environment, Elementary Education, Open Education, \*Open Plan Schools, \*Self-Contained Classrooms, \*Team Teaching

This study assessed the environment children experience, rather than their academic achievement or personal adjustment. Measures of child activity were related to type of school, architecture, size of teaching team, a measure of teacher attitude, and other variables. A new instrument was developed for scoring the activities children were engaged in, the groups children worked in, and the amount children moved. An original questionnaire measured teacher and principal "control orientation" in order to determine respondents' beliefs about formal control of children. A sample of 22 collegiate teams in 11 open-space schools and 11 teachers in 7 schools with self-contained classrooms was observed. Results indicated that structure, as well as ideology, has major effects on the child's environment in elementary school; in particular, children in open-space schools were much more active than those in self-contained classrooms. (A 46-item bibliography and appendixes, with related research material, are included.) (Author/MJM)

ED 074 070

SP 006 306

*Silberman, Melvin L. Allender, Jerome S.*  
**The Role of the Teacher in Student-Directed Learning.** Final Report.

Temple Univ., Philadelphia, Pa. Dept. of Psychoeducational Processes.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-C-009

Pub Date Mar 73

Grant—OEG-3-71-0103

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, \*Instructional Design, \*Learning Activities, \*Questioning Techniques, Small Group Instruction, Teacher Influence, \*Teacher Role, \*Teaching Methods, Teaching Techniques

This research determined the viability of three alternative teaching designs which encouraged student involvement and inquiry activity: a) teacher-guided, b) group-planned, and c) individually oriented. Each of the three designs was assigned to two sections of an educational psychology course. The remaining two sections served as a control group. The variables studied were involvement behavior, evaluative attitude toward the course, course impact, and inquiry resolution skill. These variables were measured by the Involvement Behavior Questionnaire (IBQ), Course Description (CD), Inquiry Fluency Task (IFT), and Inquiry Resolution Task (IRT). Results indicated that all three designs were viable alternative teaching methods. Students in the experimental group were consistently superior to the control groups in terms of the variables measured. Minor advantages and disadvantages were uncovered for each design; however, the individually oriented design had the most impressive results. (The appendixes present the IBQ, CD, IFT, and IRT. Fourteen tables of data are also included.) (Author/BRB)

## TM

ED 074 071

TM 002 430

*Knapp, Joan, Comp.*

**An Omnibus of Measures Related to School-Based Attitudes.**

Educational Testing Service, Princeton, N.J. Center for Statewide Educational Assessment.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Attitude Tests, Elementary Grades, Kindergarten, \*Measurement Instruments, \*School Attitudes, Secondary Grades, \*Self-Concept Tests, \*Student Attitudes

Summaries are provided for 16 measures of school-based attitudes. All of the instruments are paper and pencil, self-report inventories. Some are designed for children 4-8 years of age; others are for students in grades 12-14. Each of the instruments is presented in the following format: Title, Description, Subjects, Response Mode, Scoring, and Comments. The 16 measures are: Survey of Study Habits and Attitudes; School Interest Inventory; The Student Opinion Poll II; School Morale Scale; Measures of School and Learning Attitudes; Attitudes Toward Education; Politic Sentence Completion Test; Pictographic Self Rating Scale; Children's Attitudinal Range Indicator; When Do I Smile?; Attitude Toward Any School Subject; Attitude Instrument to Evaluate Student Attitudes Toward Science and Scientists; Inventory of Reading Attitude; A Childhood Attitude Inventory for Problem Solving; Mathematics Attitude Scale; and A Semantic Differential for Measuring Attitudes of Elementary School Children toward Mathematics. Fifteen references are provided. (DB)

ED 074 072

TM 002 431

*Bruno, Nancy L. And Others*

**Statewide Assessment: Methods and Concerns.**

Educational Testing Service, Princeton, N.J. Center for Statewide Educational Assessment.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Data Collection, Educational Improvement, \*Educational Status Comparison, \*Evaluation Methods, Guides, \*State Surveys, \*Student Evaluation

Some suggestions and ideas for initiating a statewide educational assessment program are provided. Guiding principles for an assessment should be: (1) to specify and define educational goals in terms of measurable outcomes; (2) to involve various publics extensively; (3) to use measurement instruments having face and content validity; (4) to include noncognitive student behaviors; (5) to present the results in a form understandable by those outside the professional education community; and (6) to view assessment not as an end but as a means of providing useful information to decision makers. The objectives of the initial statewide assessment program should be: (1) to collect student performance data that can provide a status report on the quality of education in those goal areas identified as having high priority; (2) to introduce the concept of assessment and its usefulness as a source of information for both decision makers and concerned parents or taxpayers; (3) to provide a starting point whereby those managing the statewide effort may gain useful experience in operating the program; and (4) to develop a method of data analysis that can illustrate the variability of performance due to individual differences among students and to the social context in which they live. Essential components of the assessment should include the provision for an advisory committee and for selecting its members, conducting meetings to inform citizens and school personnel of the nature, scope, and methodology of the program, data collection materials, data analysis procedures, and reporting strategies. (Author/DB)

ED 074 073

TM 002 435

*Heisel, A. Ray Willower, Donald J.*

**Toward Definition and Measurement of Pupil Control Behavior.**

Spons Agency—Southern Illinois Univ., Edwardsville. Office of Research and Projects.

Pub Date 28 Feb 73

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 28, 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, \*Behavioral Science Research, \*Class Management, Discipline, Elementary Grades, \*Measurement Instruments, Psychometrics, Questionnaires, Secondary Grades, Student Attitudes, Teacher Attitudes, \*Teacher Evaluation, Technical Reports, \*Test Construction

Identifiers—PCB, \*Pupil Control Behavior Form

An attempt is made to define and measure pupil control "behavior." In order to measure pupil control behavior, an instrument called the Pupil Control Behavior (PCB) Form was developed and tested. The 31 custodial and 34 humanistic items were randomized, and the initial version of the PCB Form was administered in 20 schools in Illinois (13 secondary and 7 elementary). A total of 2,815 usable PCB Forms were collected, representing student descriptions of 129 of the 130 teachers who participated in the investigation. The mean class size for the sample was 21 students. A one-way analysis of variance was applied to each of the questionnaire items. All of the items survived the analysis of variance test; the final PCB Form retained 20 of the original 65 items, 12 being positive to the humanistic end of the control continuum and 8 characterizing the custodial extreme. The theoretical range of the scale is from 20 to 100; the higher the score, the more custodial the behavior. A one-way analysis of variance indicated that the scale differentiates among subjects while clustering within subjects. A reliability analysis of the form yielded a coefficient of .92 as estimated by Cronbach's alpha. To test the general hypothesis that there would be a positive relationship between custodialism in educators' pupil control ideology and custodialism in their pupil control behavior, data were drawn from 43 schools (14 elementary, 16 junior highs, and 13 high schools). Students described the pupil control behavior of their teacher, counselor, and principal; teachers, counselors, and principals completed the Pupil Control Ideology Form and a personal data sheet. The general hypothesis was supported. (DB)

ED 074 074

TM 002 436

*Rush, Donald E. Fifer, Fred L.*

**In-Service Education Based on Program Evaluation: An Assessment of the Immediate Perceived Benefits Resulting from an Evaluative Process.**

Pub Date 1 Mar 73

Note—33p.; Paper presented at the annual American Educational Research Association Convention, New Orleans, Louisiana, March 1, 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Evaluation, Data Collection, Elementary Grades, \*Evaluation Methods, \*Inservice Teacher Education, Intermediate Grades, \*Measurement Instruments, Models, \*Program Evaluation, Questionnaires, Tables (Data), Teacher Response, Technical Reports

Identifiers—\*Kunkel McElhinney Model, Tennessee

The impact which program evaluation and subsequent short-term in-service education efforts had upon the curricular programs of two distinctly different school settings was assessed. In addition, the appropriateness of the Kunkel-McElhinney model of curriculum evaluation, as perceived by professional school personnel, was examined and assessed. The study data were collected from written reports, structured interviews, and questionnaires. The evaluation process utilized by George Peabody College for Teachers requires that identification and presentation of findings, implications, and recommendations be conducted on a team basis. The acceptance or rejection of data, a finding, an implication, or a recommendation is the prerogative of the professional personnel whose program is being evaluated. In-service education based on program evaluation requires the involvement and commitment on the part of the professional school personnel. Data are presented on the program evaluation of two schools: Lipscomb Elementary School, Williamson County, Tennessee, and Highland Heights Junior High School, Nashville, Tennessee. As a result of the evaluations, it was concluded that: (1) the Kunkel-McElhinney model is an effective instrument for collecting data and accurately describing the teaching-learning situation of a given school; a majority of the teachers found it appropriate and of good quality; (2) program evaluation can lend both structure and meaning to an ensuing in-service education program based on its findings and recommendations; and (3) participation in a program evaluation enhances the possibility of teacher involvement in and commitment to desirable curricular change. (DB)

ED 074 075

TM 002 437

Cypress, Beulah K.

The Effects of Diverse Test Score Distribution Characteristics on the Estimation of the Rasch Measurement Model.

Pub Date 73

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Data Analysis, \*Measurement Instruments, \*Models, \*Raw Scores, Research Methodology, \*Standard Error of Measurement, State Surveys, Tables (Data), Technical Reports, \*Test Results

Identifiers—Florida, \*Rasch Model

The potential of the Rasch model to develop scores, on a ratio scale, suitable for inter-individual comparisons, from intact groups with disparate distribution characteristics was investigated. The specific problems studied were: (1) the effects of skewed test score distributions on the ability parameter of the Rasch measurement model; (2) the effects of group size on the ability parameter of the Rasch measurement model; (3) the interactive effects of skewed test score distributions and group size on the ability parameter of the Rasch measurement model; and (4) the effects of skew and total group size on the standard errors of estimate of item log ease estimates. The data for the study in the form of item responses were randomly selected from 120,000 students who participated in the Florida State-Wide Testing Program in September 1971. The 90-item mathematics test was selected. Thirty-five raw score distributions characterized by seven levels of skew and five group sizes were constructed. Group responses were submitted to a computer program which estimated the model's parameters according to a maximum likelihood procedure. Results of the study indicated that the estimates derived from the Rasch measurement model were not independent of the group used to produce them. Differences were minimal in the middle score range, but large in low and high score range. Eleven tables present the study data. (Author/DB)

ED 074 076

TM 002 438

Andrulis, Richard S.

An Evaluation of the Audio Workbook System. R & D Report.

American Coll. of Life Underwriters, Bryn Mawr, Pa. Zimmerman Adult Learning Lab.

Pub Date 73

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Comparative Analysis, \*Course Evaluation, Data Collection, \*Evaluation Techniques, Instructional Materials, Phonotape Recordings, Post Secondary Education, \*Program Evaluation, Student Attitudes, \*Summative Evaluation, Tables (Data), Technical Reports

Identifiers—American College of Life Underwriters, \*Cassette Review Program

The Cassette Review Program (CRP), developed by The American College of Life Underwriters, is organized into 10 sections corresponding to the 10 courses of the American College C.L.U. diploma program. It includes both audio tapes and notebooks. The formative evaluation of the CRP carried out in 1971 resulted in a restructuring of both the tapes and notebooks, as well as the clarification of selected content material. A summative evaluation of CRP courses 2 and 4 was carried out in 1972. The evaluation was conducted using a design called "Separate Sample Pretest Posttest," to ascertain the effects of the two courses on student performance. Students, classified as self-studying or classroom, were selected at random to participate in the study. In total, 16 teachers and 368 students took part in the evaluation. A multiple-choice test was used to measure student knowledge of the CRP material, and two of the four groups of students also received a questionnaire to obtain data on the amount and type of use of the CRP, as well as on the technical aspects of the program. The test results were subjected to an analysis of variance with an unweighted-means solution. The results indicated that students who utilized CRP, in a self-studying or classroom mode, did significantly better than students who did not use CRP.

The evaluation points up the significance of the CRP as an instructional device with technical excellence. The questionnaire replies indicated a favorable attitude among the users of the CRP. It is recommended that the tests used in the evaluation be incorporated as part of the CRP package. (DB)

ED 074 077

TM 002 439

Keselman, H. J. And Others

The Harmonic Mean and Kramer Unequal n Forms of the Tukey Statistic.

Manitoba Univ., Winnipeg.

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date [73]

Note—20p.

Available from—H. J. Keselman, Department of Psychology, University of Manitoba, Winnipeg, Manitoba R3T 2N2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, \*Comparative Analysis, \*Probability, \*Statistical Studies, Statistics, \*Tables (Data), Technical Reports, \*Test Selection

Identifiers—\*Tukey Statistic

The harmonic mean and Kramer (1956) unequal n forms of the Tukey multiple comparison statistic were investigated for Monte Carlo Type I and Type II errors under conditions of assumption violations. The two major questions concerning the sensitivity of multiple comparison statistics for different types of pairwise contrasts and the affect of increasing the number of treatment levels are discussed. Neither procedure consistently out-performs the other; the choice of test depends upon the population condition(s) and the pattern of unequal cell frequencies. (Author)

ED 074 078

TM 002 440

Ringebach, Susan And Others

Development of a Problem Solving Inventory Involving Three-Dimensional Models of Problem Situations.

Pub Date 73

Note—5p.; Paper presented at the joint session of NCME-AREA in New Orleans, Louisiana, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, Elementary Grades, \*Models, \*Problem Solving, \*Student Testing, Technical Reports, \*Test Construction, \*Visual Measures

Identifiers—\*Purdue Elementary Problem Solving Inventory

A new form of the Purdue Elementary Problem Solving Inventory which presents real-life problem situations as three-dimensional models is described and developmental data is presented. Second and fourth graders in an advantaged and a disadvantaged school were given either the model version or the original slide version of the Inventory. The model version was found to be an internally consistent, equivalent form of the original Inventory. The KR-20 for the combined sample was .64 for both the model and the slide versions. Also, a coefficient of equivalence for students taking both forms of the Inventory was .73. (Author)

ED 074 079

TM 002 441

Morgan, James D. Keiter, M. Roberta

Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.

Montgomery County Public Schools, Rockville, Md.

Pub Date 72

Note—5p.; Paper proposal submitted for AERA 1973 Annual Meeting

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, \*Criterion Referenced Tests, Demonstration Projects, \*National Competency Tests, Secondary Grades, \*Student Testing, \*Writing Exercises

Identifiers—Maryland, \*Montgomery County, National Assessment of Educational Progress

The Montgomery County Public Schools system in Maryland has initiated a demonstration project which will administer the released writing exercises from the National Assessment of Educational Progress to a random sample of students aged 13 and 17. This project will be unique in terms of the application of NAEP exercises in a local school district. The objectives of the project pertain to developing the capability of selecting a

random and representative sample of students, the preparation of test booklets and manuals using criterion-referenced tests, the training of examiners, the training of scorers, the development of data processing capability for these tests, and preparing reports for the professional staff and for the public. (Author)

ED 074 080

TM 002 442

Pohlmann, John T. Beggs, Donald L.

A Study of the Validity of Self-Reported Measures of Academic Growth.

Pub Date [72]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Performance, \*Affective Tests, Attitude Tests, \*Cognitive Tests, Correlation, \*Course Evaluation, Graduate Students, Higher Education, \*Self Evaluation, Test Validity

This study was undertaken to examine the relationship between self-reported and pre-post measures of academic growth. Self-reported and pre-post measures were obtained in three areas, simple cognitive, complex cognitive and attitudinal. The subjects were 162 graduate students enrolled in six different graduate courses. Partial correlations relating self-reported measures of growth to post test performance on measures of achievement (simple and complex cognitive) and attitude, controlling for pre-test performance, indicated that self-reported measures of academic growth were primarily related to growth in attitudes toward the subject matter of a course. (Author)

ED 074 081

TM 002 443

Howell, John F. Games, Paul A.

The Effects of Variance Heterogeneity on Simultaneous Multiple Comparison Procedures with Equal Sample Size.

Pub Date Feb 73

Note—15p.; Paper presented at the American Educational Research Association Convention, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Analysis of Variance, \*Comparative Statistics, \*Computer Programs, \*Statistical Analysis, Technical Reports, \*Test Reviews

The two purposes of this investigation were to study the effects of variance heterogeneity on three selected multiple comparison procedures and to determine if either of two nonstandard methods would be superior to the conventional methods based on mean square within. The three procedures studied were the Wholly Significant Difference Test (WSD), the "S" test, and a simple multiple "t" test (MTT) procedure. The investigation was a computer simulation consisting of 1000 experiments with four independent samples of five data points. Six pairwise contrasts were considered. The four variance conditions (VC) constituted one factor of the design. Each of the six contrasts were tested using three methods. The three methods constituted a second factor in the two-factor design with VC crossed with method. Results are tabulated and discussed. (DB)

ED 074 082

TM 002 444

Randhawa, Bikkar S. And Others

Factorial Structure, Reliability, Validity, Effectiveness and Efficiency of the Canadian Cognitive Abilities Test.

Pub Date Feb 73

Note—14p.; Paper presented at the joint meeting of AERA-NCME, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Tests, Factor Analysis, Grade 1, \*Intelligence Tests, \*Measurement Instruments, Student Testing, \*Test Reliability, \*Test Validity

Identifiers—\*Canadian Cognitive Abilities Test, WISC

A random sample of 225 grade one children were given the Canadian Cognitive Abilities Test (CCAT) on two occasions within seven months. During the second administration the WISC was also administered. KR-20 reliabilities of the CCAT for the two administrations were respectively .83 and .74. The test-retest reliability was .75. The correlation coefficient of the WISC IQ's and the CCAT second administration IQ's was .63. The efficiency and effectiveness indices of the CCAT were also obtained. A factor analysis of the WISC and CCAT subtests indicated that



the two instruments measured different constructs. Other useful item data were also obtained. (Author)

**ED 074 083** TM 002 445

Newman, Murray A. Baily, Bruce E.  
A Compilation of Preschool Children's Word Frequency Counts.

Pub Date [71]

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Data Collection, Kindergarten, \*Preschool Children, Statistical Data, Tables (Data), \*Vocabulary Skills, \*Word Frequency, \*Word Lists

This study contains a rank-ordered listing of 1,000 most frequently occurring words accompanied by the percentage and cumulative percentage of language production accounted for by individual words and groups of words. The data are based on eight preschool word frequency counts ranging in date of appearance from 1928 to 1971. One of the advantages of this list is that it yields a more reliable frequency scaling based on a total number of almost 2 million words; at the same time the data are presented in such a way that studies considered not suitable for a particular use may be omitted. (Author)

**ED 074 084** TM 002 446

Soares, Louise M. Soares, Anthony T.  
Interaction Analysis and Self Concepts of Student Teachers.

Pub Date Feb 73

Note—9p.; Paper presented at the American Educational Research Association's Annual Meeting, New Orleans, Louisiana, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Comparative Analysis, \*Educational Research, Higher Education, \*Interaction Process Analysis, \*Self Concept Tests, \*Student Teachers, Verbal Communication  
Identifiers—\*Flanders Interaction Analysis

In comparing the pretest-posttest scores of student teachers, it was discovered that the group which had been exposed to the Flanders Interaction Analysis significantly increased their self-concept scores, whereas the control group not so treated did not. This result occurred whether the instrument measured self concept of the individual or self concept as a prospective teacher. The E group was also significantly higher than the C group on the posttest. It was concluded that, perhaps because of an increased awareness of the verbal interaction in the classroom and improved interpersonal climate, an increased self-image occurred. (Author)

**ED 074 085** TM 002 447

Proger, Barton B. And Others

Unequal Cell Frequencies in Analysis of Variance: A Review and Extension of Methodology for Multiple Missing Observations.

Spons Agency—Montgomery County Schools, King of Prussia, Pa.; Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.; Research and Information Services for Education, King of Prussia, Pa.

Pub Date [72]

Grant—OEG-1-67-3010-2696

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Analysis of Variance, Bibliographic Citations, \*Data Analysis, \*Educational Research, \*Research Methodology, Research Reviews (Publications), Statistical Data

Many researchers assume that unequal cell frequencies in analysis of variance (ANOVA) designs result from poor planning. However, there are several valid reasons why one might have to analyze an unequal-n data matrix. The present study reviewed four categories of methods for treating unequal-n matrices by ANOVA: (a) unaltered data (least-squares solution and unweighted means solution); (b) data substitution (grand mean method, cell mean method, Winer method, Snedecor-Cochran method); (c) data deletion; and (d) data clustering (unreplicated cell mean method, unreplicated random data clustering method, replicated random data clustering method). The methods were compared empirically and theoretical problems with each were discussed. (Author)

**ED 074 086**

Harris, Chester W.

Methodological Problems Encountered in the Project. Symposium: The Structure of Concept Attainment Abilities Project. Final Report and Critique.

Pub Date Feb 73

Note—8p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Achievement Tests, \*Cognitive Tests, \*Concept Formation, Factor Analysis, Item Analysis, \*Research Problems, Scoring, \*Test Construction

Identifiers—\*Concept Attainment Abilities Project

Four problems of data summary and analysis in the Concept Attainment Abilities Project are discussed. The problems are: (1) scoring and item analysis for items that exist in a completely crossed design; (2) determining the factorial structure of such item sets; (3) reducing the battery of 56 cognitive abilities tests administered in 1970 to approximately 30 tests; and (4) identifying relationships between the battery of concept attainment measures and the battery of cognitive abilities tests. (DB)

**ED 074 087**

Randhawa, Bikkar S. Hunt, Dennis

Use of Scaling Techniques in the Analysis of Mode of Responding of Kindergarten Children.

Pub Date Feb 73

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Dimensional Preference, \*Discrimination Learning, Kindergarten, \*Kindergarten Children, \*Measurement Techniques, \*Response Mode, Stimulus Behavior, Technical Reports, Transfer of Training, \*Visual Measures

Identifiers—\*Scaling Techniques

The effect of dimensional training on the mode of response of kindergarten children to two-dimensional stimulus materials was investigated by Kruskal-Shepard scaling and Procrustes rotation procedures. Twenty-two kindergarten children were used as Ss. The stimuli consisted of five cardboard rectangles varying on two dimensions of colour and size. From the five stimuli, ten triads were formed and presented to the Ss for similarity judgments. After training, the procedure was repeated. In the pre-training stage it was found that Ss were not dimensionalizing fully whilst in the post-training stage difficulties of interpretation resulted owing to what appeared to be individual styles. (Author)

**ED 074 088**

Speedie, Stuart M. And Others

Abilities Measured by the Purdue Elementary Problem Solving Inventory.

Pub Date Feb 73

Note—4p.; Paper presented at the joint session of NCME-AREA, New Orleans, Louisiana, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary Grades, \*Factor Analysis, Grade 2, \*Measurement Instruments, \*Problem Solving, \*Psychometrics, \*Test Results, Test Reviews, Tests

Identifiers—\*Purdue Elementary Problem Solving Inventory

The purposes of the present investigation was to factor analyze the results of the administration of the Purdue Elementary Problem Solving Inventory to 361 second-graders. The inventory was designed to assess twelve distinct skills involved in human problem solving. Tetrachoric intercorrelations were generated from the item scores and a principal axis factor solution with varimax and then oblique rotations was computed. Six psychologically interpretable factors emerged, accounting for approximately 32 percent of the total variance. These six factors corresponded to six of the hypothesized twelve skills involved in the test. Items representative of these factors appeared to assess the ability to sense that a problem exists, define the problem specifically, notice details, see implications, make remote associations, and select the best solution to a problem. (Author)

TM 002 448

**ED 074 089**

Stivers, Patricia E.

Paper and Symposia Abstracts. American Educational Research Association Annual Meeting, 1973.

American Educational Research Association, Washington, D.C.

Pub Date Feb 73

Note—183p.; Abstracts of papers presented and symposia held at annual meeting of the American Educational Research Association (New Orleans, La., February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Abstracts, \*Conference Reports, \*Educational Research, Speeches, Symposia, Technical Reports

Abstracts of papers and symposia accepted for presentation at the 1973 AERA Annual Meeting comprise this volume. Also included are a divisional program listing, topic index, indices of individual paper titles and symposia session titles, and author index. Abstracts appear in the chronological order of presentation consistent with the listing of sessions in the program. (KM)

**ED 074 090**

Veldman, Donald J.

Computer-Generated Assessment Reports in Personalized Teacher Education Programs.

Pub Date Feb 73

Note—5p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Oriented Programs, \*Counseling Programs, Counselor Training, \*Evaluation Methods, Feedback, Higher Education, Individualized Programs, \*Measurement Instruments, \*Self Concept Tests, \*Self Evaluation, Student Attitudes, Student Teachers, Test Construction

Identifiers—\*COMPASS Battery

The COMPASS (Comprehensive Personal Assessment System) Test Battery used in personalized teacher education programs at the University of Texas (Austin) is described. The battery contains seven instruments, four of which provide data that can be used by computer programs to generate verbal-graphic summary reports. The seven instruments are: Biographical Information Form, Adjective Self Description, Self-Report Inventory, Concerns of Teachers, Directed Imagination, One-Word Sentence Completion, and Student Evaluation of Teaching. Student reactions to the Adjective Self-Description instrument verbal-graphic summary reports were as follows: about 80% felt that the reports were easy to understand, interesting, and informative; 85% said they would like detailed interpretation of the results; but less than half felt that the reports helped them in self-discovery. Preference as to mode of feedback showed that students who were sensitizers preferred the personal interview, whereas the repressors preferred feedback by mail. Since the report generators are not designed to produce documents that can be given directly to students, the important benefits are believed to depend on individual interpretation and interchange with a professional counselor. The compiled normative data, in particular, those relating to the sentence completion instrument, have been found to be invaluable for training counselors of students in teacher education. (DB)

**ED 074 091**

Gullickson, Arlen Hopkins, Kenneth

Interval Estimation of Correlation Coefficients from Explicitly Selected Samples.

Pub Date 71

Note—29p.; Ph.D. Thesis, University of Colorado

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Correlation, \*Hypothesis Testing, \*Mathematical Applications, \*Statistical Studies, Technical Reports

Identifiers—Nomograms

Two objectives guided the present study: (1) to provide a suitable test for the hypothesis  $\rho=0$ , and (2) to establish a means by which general users of R can set confidence intervals on  $\rho$ . The first objective was approached by testing several possible solutions similar to the procedure followed by Forsyth. The second objective was pursued via a combination of a general analytical procedure (Mood and Graybill, 1963) together with computer simulation techniques and a curve fitting technique (Usuw, 1970). Procedures for

TM 002 452

TM 002 453

TM 002 454



achieving both objectives required the use of R distributions. The method used to obtain the necessary R distributions and the two procedures and their results are described. (Author/DB)

**ED 074 092** TM 002 455

Kunkel, Richard C. And Others  
School Related Alienation: Perceptions of Secondary School Students.  
Pub Date Feb 73

Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (57th, New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Evaluation Methods, \*High School Students, Questionnaires, Secondary Grades, Speeches, \*Student Alienation, \*Student Attitudes, \*Student School Relationship

Responses to questionnaires administered to 10,000 senior high school students to ascertain their feelings of alienation as related to their schools are presented. The questionnaire items concerned: School as an Institution, The School as Teacher, Authority—Autonomy, and Parental Interest in School. The findings that resulted from the questionnaire returns included the following: (1) over half of the students either saw little relationship between what they learn in school and life outside school or find school experience contradictory to out-of-school learning; (2) two students in five stated they were working below their ability in school; they missed one or more days of school because they did not want to come; they saw teachers doing the planning and telling students what to do; and they did not remember a teacher compliment; (3) one student in three judged school content as missing the important community problems; (4) one student in four saw school regulations as too strict, and believed that someone or something prevents him from achieving in school; (5) one in five had no pride in any school experience; saw school content missing the important problems of the country; would like to stay away from school on many days; was dissatisfied with his treatment by teachers; had trouble pleasing teachers; and never talked with his parents regarding school or school work; (6) one in six found school no aid in answering personal problems and questions; (7) one in seven did not know what value his parents placed on school learning; and (8) one in 14 would quit school if possible. (For questionnaire, see TM 002 456.) (DB)

**ED 074 093** TM 002 456

Kunkel, Richard C. And Others  
Questionnaire Items Soliciting School Related Alienation from 10,000 Senior High Pupils.  
Pub Date Feb 73

Note—6p.; Paper presented at the annual meeting of the American Educational Research Association (57th, New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 002 455

Document Not Available from EDRS.

Descriptors—\*Data Collection, \*Questionnaires, Secondary Grades, Statistical Data, \*Student Alienation, \*Student Attitudes, \*Student School Relationship

The questionnaire used in collecting data regarding school-related alienation from 10,000 senior high school students is provided. The questionnaire is comprised of 23 questions for which 3 or more replies are possible. Data are reported at the 1st Quartile, Median, 3rd Quartile, and the Range. (For related document, see TM 002 455.) (DB)

**ED 074 094** TM 002 457

Brown, Edward K.  
Changes in School Management's Needs for Evaluation Information.  
Pub Date Feb 73

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Decision Making, \*Educational Administration, \*Evaluation Techniques, Information Needs, Instructional Improvement, \*Management Information Systems, \*Program Evaluation, Research Needs, Technical Reports  
The sequence that the decisions of school management follow is discussed. This sequence

follows four major steps: procedural, continuance, dissemination, and reallocation. Each of these steps is directly related to: (1) planned instructional activities, (2) on-going program and administrative practices, and (3) overlapping conditions between newly implemented and existing programs. To assist school management in developing, implementing, and sustaining instructional programs that have merit, research and evaluation units are responsible for providing data that are essential to making decisions regarding instructional programs. It is suggested that the best method for ascertaining what (and when) the decision mechanism and control system of a school system are would be to document those operational steps that encompass the development and implementation of an instructional program. (DB)

**ED 074 095** TM 002 458

Swineford, Frances  
An Assessment of the Kuder-Richardson Formula (20) Reliability Estimate for Moderately Speeded Tests.  
Pub Date Feb 73

Note—10p.; Paper presented at NCME Annual Meeting, New Orleans, Louisiana, February 28, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Attitude Tests, \*Scoring Formulas, \*Test Interpretation, \*Test Reliability, \*Timed Tests

Identifiers—\*Kuder Richardson Formula

Results obtained by the Kuder-Richardson formula (20) adapted for use with R-KW scoring are compared with three other reliability formulas. Based on parallel tests administered at the same sitting the KR (20) estimates are compared with alternate-form correlations and with odd-even correlations adjusted by the Spearman-Brown prophecy formula. Comparisons are also made between KR (20) estimates and alternate-form correlations obtained for tests administered after intervals of six to ten months. All the results justify the use of the Kuder-Richardson procedure with tests that show no more than moderate speededness. (Author)

**ED 074 096** TM 002 459

Coffman, William E. Mathews, Walter M.  
Narrative Reports and the Iowa Tests of Basic Skills.  
Pub Date 73

Note—16p.; Second Draft  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Oriented Programs, Evaluation Techniques, Grade 4, Grade 5, \*Input Output Analysis, Standardized Tests, \*Student Records, \*Student Testing, Technical Reports, \*Test Interpretation, \*Test Results

Identifiers—Iowa Project, \*Iowa Tests of Basic Skills, Madison Project

Two projects that have explored the feasibility of computer-generated verbal score reports for the Iowa Tests of Basic Skills are reported. The first, the Madison Project, designed, produced, and evaluated computer-generated testing reports that were useful to teachers and informative to parents. The reports, which were narrative in format, were structured as follows: the first five paragraphs described the pupil's performance on the Iowa Tests of Basic Skills as a whole and on each of the sub-tests; then, lists of specific areas were printed for which the pupil was diagnosed as either proficient or deficient. The teacher report was very similar to the parent report with the addition of imbedded percentile ranks. A class-summary report for the teacher was also generated. This report discussed the class as a whole and concluded with specific suggestions to the teacher for improving class performance in which their performance was weakest. Narrative testing reports were generated for a random half of 52 fourth-grade classes in 17 schools. The greatest shortcoming of these reports was the absence of a pupil report. In the second project, The Iowa Project, which developed a model for a narrative reporting system for the fifth-grade level Iowa Tests of Basic Skills, the most important changes from the Madison Project were: (1) the addition of a pupil report; (2) the inclusion of growth statements; and (3) the use of three alternative levels of the parent and pupil reports—levels that are based on overall pupil performance on the test battery. Examples of the parent and teacher reports from the two projects are provided. (DB)

**ED 074 097** TM 002 460

Lessing, Elise E. And Others  
Convergent Validity of the IPAT Children's Personality Questionnaire and Teachers' Ratings of the Adjustment of Elementary School Children.  
Pub Date 72

Note—26p.; Paper presented at the annual meeting of the American Educational Research Association, February, 1973

Available from—Elise E. Lessing, Illinois Department of Mental Health, Institute for Juvenile Research, 1140 South Paulina Street, Chicago, Illinois 60612 (no price quoted)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary Grades, \*Emotional Adjustment, \*Personality Tests, \*Predictive Validity, Questionnaires, Tables (Data), \*Teacher Rating, Technical Reports, \*Test Validity

Identifiers—IPAT Children's Personality Questionnaire

The IPAT Children's Personality Questionnaire was administered to two samples of white, middle-class, suburban school children. Both samples were divided into well-adjusted and maladjusted subgroups on the basis of teacher ratings. The CPQ Neuroticism score and the teacher ratings of adjustment status yielded biserical correlations of .12 and .22, while the biserical correlations of teacher ratings and IQ scores were -.52 and -.50, with higher IQ scores being associated with healthier (but numerically lower) teacher ratings. The findings were discussed in terms of the practical implications for the screening of school children for emotional dysfunction and in terms of the implications for the validity of the CPQ Neuroticism index. (Author)

**ED 074 098** TM 002 461

Woodington, Donald D.  
Cooperative Accountability Project: The Challenge of Accountability for Effective Sea Administration.  
Pub Date 9 Feb 73

Note—9p.; Paper presented at the annual meeting of the American Educational Research Association, February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrator Responsibility, Board of Education Role, Cost Effectiveness, \*Educational Accountability, Educational Administration, \*Educational Objectives, \*Educational Responsibility, Speeches, State Programs, Teacher Responsibility

Educational accountability is defined as "a condition of being accountable for the results... achieved in the elementary and secondary schools." Goals are basic to the accountability process. The effectiveness and efficiency of education are basically the responsibility of educators. The manner through which human and material resources are provided to support education is the responsibility of public groups. Agreement between the parties is essential, possibly through a written contract detailing objectives and responsibilities. School boards are accountable to the public for the selection of educational goals. Administrators and other district personnel are accountable to the school boards for maintaining a program appropriate for meeting agreed-upon objectives. Teacher accountability can be judged either by teaching ability and effort put forth or by specified pupil outcomes. Progress can be measured with a number of indices revealing the impact of schools upon the progress of students. The basic indices are school age pupil information, data on graduates, institutional information, and community information. The public is demanding proof that its educational system is doing what it is supposed to do. Colorado's Educational Accountability Act requires an accountability program in every district and emphasizes cost effectiveness. Colorado is the administering State for seven States involved in the Cooperative Accountability Project to study and provide assistance with accountability problems. (KM)

**ED 074 099** TM 002 462

Parker, Reese  
The Development and Evaluation of a System for the Design of Instructional Plans and Resource Allocation.  
Pub Date Feb 73

Note—27p.; Paper presented at the annual meeting of the American Educational Research Association, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Formative Evaluation, \*Instructional Design, Instructional Systems, Models, \*Resource Allocations, Technical Reports, Unit Costs, \*Unit Plan

The development and evaluation of a system for designing instructional plans and resource patterns for those plans are described. Development of the system, which was in three stages, was based on the premise that decisions concerning efficient allocation of resources and the use of resources for effective instruction cannot realistically be made in isolation of one another. Brief descriptions of the conceptual and procedural stages of development are given, but the focus is on the first formative evaluation and revision of the system. The initial version of the unit design component subjected to formative evaluation and revision consisted of eight steps: (1) setting the frame of reference for planning and checking planning materials; (2) selecting and sequencing objectives; (3) assigning objectives to domains of learning; (4) selecting instructional procedures; (5) formulating an instructional strategy; (6) allocating resources; (7) delivering plans to administrative and clerical personnel for costing; and (8) removing constraints regarding implementation of the instructional strategy. Teachers performed these eight steps, and their efforts and resulting plans were analyzed to determine whether the procedures were effective and all objectives were met. Revisions were made in the procedures based on the analysis. (KM)

ED 074 100 TM 002 463

van Gigh, John P. Hill, Richard E.

Systems Analysis for Program Planning and Cost Effectiveness. (An Application).  
Pub Date Feb 73

Note—21p.; Paper presented at the annual meeting of the American Educational Research Association, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, Educational Objectives, Elementary Grades, \*Program Budgeting, Program Evaluation, \*Program Planning, Resource Allocations, School District Spending, Speeches, \*Systems Analysis

This paper describes an effort to implement a cost-effectiveness program using systems analysis in an elementary school district, the Rio Linda Union School District in California. The systems design cycle employed has three phases, policy-making evaluation, and action-implementation. During the first phase, the general philosophy or mission of the organization is described, the goals and objectives are established, their priorities are ordered, and the alternative programs to meet those goals and objectives are generated. During the second phase, the relative worth of the various alternatives is determined, and the objectives' attributes and their measures of effectiveness are established. During the third phase, the programs to be implemented are chosen from among the alternatives, put into effect, evaluated, and the results fed back into the next planning cycle. Problems in communication with teachers and coordinators and in overcoming resentment of the approach are discussed. One of the major successes of these efforts to implement cost-effectiveness and program budgeting in this school district is that the goals and objectives of the education process are defined clearly at all levels. Systematic planning and evaluation of costs and effectiveness also brings about greater dialog among the parties involved and more concern for planning program alternatives. (KM)

ED 074 101 TM 002 464

Ysseldyke, James E.

Aptitude-Treatment Interaction Research with Learning Disabled Children.

Pub Date Feb 73

Note—9p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 27, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Aptitude, Aptitude Tests, \*Diagnostic Teaching, Grade 1, \*Interaction, \*Intervention, \*Learning Disabilities, Post Testing, Pretesting, Speeches, Technical Reports, Test Reliability

Identifiers—Developmental Test of Visual Motor Integration, Frostig Developmental Test of Visual Perception, Peabody Individual Achievement Test, Primary Mental Abilities Test, Word Form Configuration Test

Aptitude-treatment interaction research is designed to identify significant disordinal interactions between personological variables and alternative instructional programs. This study was designed to investigate the efficacy of the aptitude treatment interaction design to research seeking to identify differential educational payoff of alternative educational programming based on aptitude information. Four aptitude measures were administered to five first grade classes. Following pretesting, curricular interventions were instituted for six months. Class I received word-form configuration training. Class II received visual-perceptual training. Class III received language-conceptual training. Class IV served as a Hawthorne Group in which a resource teacher provided on-going emotional support to the regular teacher. Class V received no specific curricular intervention. Following the intervention phase, six measures were administered as post-tests. Analyses of variance revealed no significant aptitude-treatment interaction in any case. Factors believed to have contributed to the failure to produce significant disordinal interactions include: (1) non-normal distributions on the aptitude measures; (2) an inability to identify discernably different groups on the basis of the aptitude measures; (3) non-parallellism of pretest regression lines; and (4) low reliability for the aptitude and post-test measures. (KM)

ED 074 102 TM 002 465

Offenberg, Robert M.

Evolution of a Bilingual Evaluation.

Philadelphia School District, Pa. Office of Research and Evaluation.  
Pub Date Feb 73

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Education, Criterion Referenced Tests, Elementary Grades, \*Evaluation Methods, Forced Choice Technique, Formative Evaluation, Interviews, Program Descriptions, \*Program Evaluation, Research Design, Speeches, Standardized Tests, Summative Evaluation

Evaluation of ongoing educational programs must necessarily differ from the basic research design; it must change to meet the changes of the program and its environment. Over the three years of the operation of the Philadelphia "Let's Be Amigos" bilingual program, the kinds of data generated in the program evaluation have evolved in response to the demands of project management, community and intra-school-system relations and the Office of Education. The evaluation of process aspects and product aspects of the program have evolved in opposite directions: (1) evaluation of the pupil performance program outcomes has tended to evolve from informal, criterion-referent approaches to more rigorous experimental designs; and (2) evaluation of processes has tended to evolve from formal methods (observational checklists, forced-choice questionnaires) to less rigorous methods (open-ended questionnaires, interviews, etc.). In the first operational years, assessment of pupils' reading was primarily criterion-referent, involving a word-calling test. The assessment of reading skills was modified after first-year evaluation, first passing through a phase in which an attempt was made to prepare materials-derived, criterion-referent tests to assess more complex skills, and from there to standardized tests. Evaluation of curriculum development has evolved from use of a formal checklist to use of an interview structure with open-ended questions. (KM)

ED 074 103 TM 002 466

Cusick, Patricia Harchham, Laura D.

The Effectiveness of Six Personality Variables in Predicting Success on the Nursing State Board Examination.

Pub Date Feb 73

Note—6p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Certification, Higher Education, Medical Education, \*Nursing, \*Personality Tests, \*Predictive Ability (Testing), Predictor Variables, Psychological Characteristics, Speeches, \*Success Factors, Technical Reports  
Identifiers—Personal Preference Schedule

A study was conducted to determine whether six personality variables, presently used in admissions decisions by a nursing school, were effective predictors of success on the State Board Examination (SBE), the nursing licensing examination. The personality variables were measured by subtests of the Personal Preference Schedule of the Psychological Corporation Examination for Schools of Nursing—achievement, orderliness, persistence, congeniality, altruism and respectfulness. Ss were two classes of nursing students in 1968 and 1969 (N=7). Ss were given the FPS prior to entering the nursing school. The SBE, taken after completion of the 24-month program, was a composite score of five subtests—medical, surgical, obstetrical, pediatric and psychiatric nursing. Pearson product-moment coefficients of correlation were computed for each predictor variable with the criterion and with each other predictor variable. The scales apparently have little value in predicting success on the SBE, but the small sample size should be considered in interpretation. It is recommended that other personality measures be studied as predictors. (KM)

ED 074 104 TM 002 467

Benedict, Larry G.

The Fortune/Hutchinson Evaluation Methodology: A Decision Oriented Approach.

Pub Date Feb 73

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, \*Evaluation Criteria, \*Evaluation Methods, Literature Reviews, \*Methodology, Research Needs, Speeches

Defining the purpose of evaluation as "to provide data for decision making," a methodology for educational evaluation was developed. The criteria of efficiency, completeness and focus (on the decision maker's priorities) were used. The elements of the methodology are: (1) negotiation of the contract; (2) design of the evaluation; and (3) implementation of the evaluation design—measurement, reporting the data, evaluation of the evaluation, redesign of evaluation. Among the advantages of this methodology are that it suggests a practical approach to developing additional methodology and to revising existing methodology that does not work and that it provides criteria for evaluating its own effectiveness. (KM)

ED 074 105 TM 002 468

Arneklev, Bruce L.

Defensiveness as a Covariate in the Assessment of Self-Concept Change.

Pub Date Feb 73

Note—2p.; Paper presented at the annual meeting of the American Educational Research Association, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Post Testing, Pretesting, \*Psychological Characteristics, Self Concept, \*Self Concept Tests, Technical Reports

Identifiers—\*Tennessee Self Concept Scale

A study was conducted to determine: (1) the extent to which changes of self-report scores (between pretest and post-test) on a measure of defensiveness were related to changes of self-report scores (between pretest and post-test) on a measure of self-concept; and (2) if changes of self-report scores on a measure of defensiveness as covariates would significantly adjust changes of self-report scores on a measure of self-concept. The Tennessee Self-Concept Scale was used; the (openness to) "self-criticism scale was used as the measure of defensiveness, and the "total positive" score was used as the measure of self-concept. Data were drawn from treatment and control groups of Navajo boarding school adolescents (the treatment group participated in an individualized physical education program). Changes in scores for defensiveness correlated to an extent significantly greater than zero with changes in self-concept scores in both groups. Analysis of variance revealed that: (1) scores



from the treatment group changed significantly more in the defensive direction than in the control group; and (2) the mean score change for self-concept in the treatment group was not significantly different from the mean change in the control group. The extent of increase in defensiveness scores tended to cancel out the change in self-concept scores. (KM)

ED 074 106

TM 002 469

Halperin, Silas

**The Incorrect Measurement of Components.**  
Pub Date Feb 73

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Correlation, \*Factor Analysis, \*Orthogonal Rotation, Scoring Formulas, Speeches, Statistical Analysis, Technical Reports, Test Interpretation, \*Weighted Scores

Factor loadings, used directly or as the basis of binary values, are not appropriate as weights to produce component scores from a rotated solution. A series of examples showing the results of an incorrect measurement of components is given. Several correlation matrices were taken from books on factor analysis and multivariate analysis. Each matrix was submitted to a principal components decomposition, and those vectors whose roots were greater than 1.0 were then rotated according to the normalized varimax criterion. Following this, several matrices were calculated. A clear pattern resulted. Components supposedly orthogonal to each other often come out highly correlated. In addition, factor loadings that are small in the rotated principal components structure are often moderate to large in R/z and R/zk. Thus, the researcher who interprets and names components finds that his scores have a completely different meaning than he anticipates. Any use of these scores in further analysis will result in a serious distortion of conclusions. (Author/KM)

ED 074 107

TM 002 470

Houtz, John C. And Others

**Problem Solving Ability of Disadvantaged Children Under Four Test Modes.**

Pub Date 73

Note—4p.; Paper presented at the joint session of NCME-AERA, New Orleans, Louisiana, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstraction Levels, \*Abstraction Tests, \*Abstract Reasoning, \*Auditory Visual Tests, \*Disadvantaged Youth, Grade 2, Grade 4, Problem Solving, \*Socioeconomic Status, Technical Reports

A study was conducted to test the hypothesis that Ss from disadvantaged homes have poorly developed "abstract" thinking skills and that their thought can be characterized as more "concrete" or relational. Four forms of a problem-solving inventory were developed which differed in mode of presentation. The original form consisted of real-life problem situations portrayed in cartoon form and shown to Ss as slides with an accompanying answer book and audio tape of item stems and directions. The additional forms were: (1) a picture-book form with drawings in the answer book and no slides; (2) a form in which pictures were described in a short paragraph and substituted for the pictures in the answer book; and (3) a form in which 3-D full-color models based on the drawings were used. Ss were 410 second and fourth graders from two schools enrolling a large proportion of disadvantaged and advantaged children, respectively. Ss were randomly assigned to the test forms. Analyses of variance were computed to determine the effects of socioeconomic status, grade, sex, and testing mode upon performance. No significant sex differences were found. Best performance from children, both second and fourth graders, disadvantaged and advantaged, was obtained on the middle forms of the test, not on the most abstract or most concrete forms. It is suggested that the lack of support of the hypothesis may have resulted from a lack of manipulative material on the concrete tests and too much irrelevant information in the test content. (KM)

ED 074 108

TM 002 471

Lewis, Barbara And Others

**An Abstract Test of Problem Ability.**

Pub Date 73

Note—6p.; Paper presented at a joint session of NCME-AERA, New Orleans, Louisiana, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstraction Tests, Abstract Reasoning, Comparative Analysis, Elementary Grades, Item Analysis, \*Problem Solving, Technical Reports, \*Test Reliability, \*Verbal Tests

Identifiers—Purdue Elementary Problem Solving Inventory

This paper describes and evaluates a new abstract form of the Purdue Elementary Problem-Solving Inventory. The new test parallels a shortened form of the original inventory, but presents problems verbally rather than through slides. Both forms were given to advantaged and disadvantaged second- and fourth-graders. For the total sample, the slide version has a KR-20 of .64 and the abstract version, .72. Test-retest reliabilities of .69 and .70 were obtained for advantaged students on the slide and on the abstract form, respectively. The new test seems promising from the standpoint of reliability combined with ease of administration. (Author)

ED 074 109

TM 002 472

Olson, Arthur R.

**Cooperative Accountability Project: An Overview.**  
Colorado State Dept. of Education, Denver.

Cooperative Accountability Project.

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Accountability, \*Educational Administration, Educational Legislation, Educational Objectives, Evaluation Methods, Information Dissemination, Models, Performance Criteria, Program Descriptions, Role Perception, \*Technical Reports

A number of documents will be produced over the next two years in the seven States involved in the Cooperative Accountability Project to assist local school districts and State education agencies in performing their duties more effectively: legislative enactments in accountability from Wisconsin; criterion standards from Florida; accountability models, including the elements, logical practices, needed resources, and methods to be used, from Minnesota; role expectations of participants in an accountability system from Colorado; performance indicators from Oregon; reporting procedures that have been field-tested in Michigan will be available by June 1973. All of these components will be combined to provide a comprehensive accountability system for use by State agencies and local school districts across the nation. (Author/KM)

ED 074 110

TM 002 473

Ellis, E. N.

**Survey of Achievement in Mathematics in Year Six of Vancouver Schools, May 29 - June 2, 1972.**

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 22 Jun 72

Note—15p.; Research Report 72-11

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, Comparative Analysis, Elementary School Mathematics, \*Grade 6, Group Norms, \*Mathematics, Tables (Data), Technical Reports, Test Results

Identifiers—Canada, \*Vancouver

A survey test in mathematics was administered to all pupils (N=5,557) in grade 6 of Vancouver schools. The three parts of the test—computation, concepts, and problems—were given in separate sessions. The same test was given in 1969. The median scores in 1972 for the three subtests and for total score were somewhat lower than those in 1969. A larger number of students had perfect scores in 1972 than in 1969. Students above the 90th percentile performed slightly better than did their counterparts in 1969. Students in both years performed least well on the concepts subtest. Local norms and ranges of scores corresponding to letter grades are provided. (For related document, see TM 002 474.) (KM)

ED 074 111

TM 002 474

Ellis, E. N.

**Survey Test in Mathematics. (Form 69).**

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 22 Jun 72

Note—10p.; Research Report 72-11

Available from—Not Available Separately; See

TM 002 473

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, \*Grade 6, Group Tests, Mathematical Applications, Mathematical Concepts, \*Mathematics, \*Tests, Timed Tests

The three parts of Vancouver's survey test in mathematics—computation, concepts, and problems—for grade 6 are presented. The parts contain 36, 24, and 12 items respectively. (For related document, see TM 002 473.) (KM)

ED 074 112

TM 002 475

Ellis, E. N.

**Survey of Achievement in Reading in Year Two of Vancouver Schools, May 1 - 5, 1972.**

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 8 Jun 72

Note—5p.; Research Report 72-09

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, \*Grade 2, Group Norms, Listening Skills, Reading Skills, \*Reading Tests, \*Standardized Tests, Tables (Data), Technical Reports, \*Test Results

Identifiers—Canada, \*Vancouver

The Cooperative Primary Tests were administered to 4,966 pupils in grade 2 of Vancouver schools in 1972 and results were compared with those of students in grade 2 in 1969. The battery included six tests. Scores on the first, a practice test, were not recorded. The listening, word analysis, and reading tests were used for this survey. Use of the mathematics and writing skills tests was optional. Local norms and the ranges of scores corresponding to letter grades are given. The median scores on the three tests are below those obtained in 1969, but they compare favorably with the national norms supplied by the publisher. The 1972 scores are below those of 1969 at all percentile levels, most noticeably near the lower limits. Students performed best in word analysis and least well in listening skills. (KM)

ED 074 113

TM 002 476

Ellis, E. N.

**Survey of Achievement in Arithmetic in Year Three of Vancouver Schools, May 29-June 2, 1972. Research Report.**

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No—RR-72-10

Pub Date 22 Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, \*Arithmetic, \*Comparative Testing, Educational Research, \*Grade 3, Student Testing, \*Test Results, Timed Tests

Identifiers—British Columbia, \*Vancouver

Results of a survey test in arithmetic, administered to all 5,118, year 3 pupils of Vancouver schools during the week of May 29-June 2, 1972, are summarized and compared with those of 1969. The two parts of the test—Number Work and Problems—were given in separate sessions. Three tables present the test results data. The data show that the subtest scores in 1972 were generally lower than those of 1969 at all percentile levels, but most noticeably near the lower limits. As in 1969, pupils had a slightly higher percentage on "Problems" than on "Number Work." (For a copy of the test, see TM 002 477.) (DB)

ED 074 114

TM 002 477

Ellis, E. N.

**Survey Test in Arithmetic (Form 69), Grade 3.**

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No—RR-72-10

Pub Date 22 Jun 72

Note—4p.

Available from—Not available separately; see TM002 476

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, \*Arithmetic, Educational Research, \*Grade 3, \*Timed Tests

Identifiers—British Columbia, \*Vancouver

A copy of the "Survey Test in Arithmetic—Grade 3," used in the Vancouver schools, is provided. Part 1, Number Work, contains 48 items to be completed in 30 minutes; and Part 2, Problems, contains 6 items to be completed in 20 minutes. (For related document, see TM 002 476.) (DB)



ED 074 115

TM 002 478

Ellis, E. N.

Survey of Achievement in Reading in Grade 5 of Vancouver Schools, November 29-December 3, 1971. Research Report.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-03  
Pub Date Jan 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Testing, Educational Research, \*Grade 5, \*Reading Tests, \*Student Testing, \*Test Results

Identifiers—British Columbia, \*Vancouver

Results of the administration in 1971 of the Gates-MacGinitie Reading Test, Survey D, Form 1M, to 5,480 fifth grade pupils of Vancouver schools are reported and compared with results obtained with the same test administered in 1968. The test results, which are presented in four tables, indicate that the 1971 students performed slightly better in "Speed and Accuracy" than did the 1968 students, but were still below the publisher's norm; and the 1971 students performed below that of the 1968 students in "Vocabulary," "Comprehension," and "Total Score." (DB)

ED 074 116

TM 002 479

Ellis, E. N.

The 1971 Student Census Project. Research Report.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-24  
Pub Date Aug 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, Educational Research, \*Questionnaires, \*School Surveys, Statistical Data, \*Student Characteristics, \*Student Reaction

Identifiers—British Columbia, \*Student Census Project, Vancouver

Student replies to 6 of the 14 questions on the Student Census Project questionnaire, administered to 23,060 classes in 2,376 schools in Vancouver in 1971, are presented. These replies relate to where the student and his parents were born; what school they attended on June 1, 1970; hours of TV watched during the week; books read per month; and most important single reason for attending school. An appendix provides a copy of the complete questionnaire; see TM 002 480. (DB)

ED 074 117

TM 002 480

Ellis, E. N.

The 1971 Student Census Project Questionnaire. Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-24  
Pub Date Aug 72

Note—4p.

Available from—Not available separately; see TM 002 479

Document Not Available from EDRS.

Descriptors—\*Data Sheets, Educational Research, \*Questionnaires, \*Student Characteristics, \*Student Reaction

Identifiers—British Columbia, \*Student Census Project, Vancouver

The questionnaire used in the 1971 Student Census Project is provided. The 14 items of the questionnaire are intended to elicit personal background information, and to obtain data concerning reading, television viewing, part-time work, school attended prior to 1971, and most important reason for attending school. (For related document, see TM 002 479.) (DB)

ED 074 118

TM 002 481

Reid, Marilyn J.

Evaluation of Remedial Reading Services in Vancouver Schools. Research Report.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-05  
Pub Date Mar 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Attitudes, Educational Research, \*Program Evaluation, \*Questionnaires, \*Remedial Reading Programs, Statistical Data, \*Teacher Attitudes

Identifiers—British Columbia, \*Vancouver

In January 1972, questionnaires on remedial reading were sent to all remedial reading teachers in Vancouver public schools. Also, letters were sent to the principals of those schools in which remedial reading programs were operating. They were asked to record their comments, criticisms, and commendations of remedial reading activities. Many teachers and principals noted that there was insufficient remedial reading teacher time and thought more should be allotted. The most common suggestion was that each school should have a full-time remedial reading teacher. The Reading Center was considered too small and too distant from most schools. General satisfaction with the program was expressed by both teachers and principals, but many thought that not enough was being done. Many felt that the emphasis on remedial reading should be at the primary level. The lack of space and equipment needed were mentioned. The value of the individual attention which the program permits the child was stressed by teachers and principals. (Author/DB)

ED 074 119

TM 002 482

Reid, Marilyn J.

An Evaluation of City School, 1971-72. Research Report.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-20  
Pub Date Jul 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, Educational Research, Elementary Grades, English, \*Evaluation Techniques, Mathematics, \*Parent School Relationship, \*Program Evaluation, Questionnaires, Reading Tests, Secondary Grades, Self Esteem, \*Student School Relationship

Identifiers—\*City School, Coopersmith Self Esteem Inventory, Metropolitan Achievement Tests, School Sentiment Index, Vancouver

City School, an experimental school run by the Vancouver School Board, completed its first year of operation in 1972. It offers a flexible alternative to other available school programs for approximately 100 students in Grades 5 to 10. The Coopersmith Self-Esteem Inventory was administered to students in January and again in May 1972. A comparison of the pre- and post-test results revealed no statistically significant differences. A School Sentiment Index was given to the students in May to assess their attitudes towards several aspects of school. The attitudes of City School students were above average in all areas except "Learning," in which they had an average rating. Achievement tests in English and mathematics were given to all students in May. Students in Grades 5 to 9 had the Metropolitan Achievement Tests, while the Grade 10 students had the Gates-MacGinitie Reading Tests and the Beattie Test of Mathematical Fundamentals for Grades 7 to 12. The results for City School students were average or higher than the norms on all subtests, at every grade level, except for the language subtest at Grade 8 and the Beattie Mathematics Test at Grade 10. The scores obtained by Grade 6 students on a survey test in mathematics were below average compared with scores of students in grade 6 in other Vancouver schools. Questionnaires were completed by 85 students, 58 parents, and 6 parents of students who withdrew from the school prior to May. Both parents and students liked many aspects of the school, but felt some changes were required. (For related documents, see TM 002 483-486.) (Author/DB)

ED 074 120

TM 002 483

Reid, Marilyn J.

Student Questionnaire.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-20

Pub Date Jul 72

Note—11p.

Available from—Not available separately; see TM 002 482

Document Not Available from EDRS.

Descriptors—Educational Research, Elementary Grades, \*Program Evaluation, \*Questionnaires, Secondary Grades, \*Statistical Data, \*Student Reaction, \*Student School Relationship

Identifiers—\*City School, Vancouver

A summary of responses by 85 students to the Student Questionnaire used in evaluating the City

School of Vancouver is provided. The questionnaire contains 24 items, most of which are designed to elicit the students' attitudes about the school's program. (For related documents, see TM 002 482, 484-486.) (DB)

ED 074 121

TM 002 484

Reid, Marilyn J.

Questionnaire to Parents.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-20

Pub Date Jul 72

Note—13p.

Available from—Not available separately; see TM 002 482

Document Not Available from EDRS.

Descriptors—\*Data Collection, Educational Research, Elementary Grades, \*Parent Reaction, \*Parent School Relationship, \*Program Evaluation, \*Questionnaires, Secondary Grades, Statistical Data

Identifiers—\*City School, Vancouver

Questionnaire responses of 58 (67.4%) parents of students enrolled at City School, Vancouver, as well as responses of 6 parents whose children had withdrawn from the school prior to May 1972, are summarized. The questionnaire is made up of 20 questions and 1 "comments" section. (For related documents, see TM 002 482-483, 485-486.) (DB)

ED 074 122

TM 002 485

Reid, Marilyn J.

School Sentiment Index, Intermediate Level. Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-20

Pub Date Jul 72

Note—5p.

Available from—Not available separately; see TM 002 482

Document Not Available from EDRS.

Descriptors—Educational Research, \*Intermediate Grades, \*Program Evaluation, \*Student Attitudes, \*Student School Relationship

Identifiers—City School, \*School Sentiment Index, Vancouver

This "School Sentiment Index-Intermediate Level" is comprised of 75 statements that the student is instructed to mark as either "true" or "untrue." The student does not sign the completed index. (For related documents, see TM 002 482-484, 486.) (DB)

ED 074 123

TM 002 486

Reid, Marilyn J.

School Sentiment Index, Secondary Level. Appendix B.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-20

Pub Date Jul 72

Note—5p.

Available from—Not available separately; see TM 002 482

Document Not Available from EDRS.

Descriptors—Educational Research, \*Program Evaluation, \*Secondary Grades, \*Student Attitudes, \*Student School Relationship

Identifiers—City School, \*School Sentiment Index, Vancouver

The "School Sentiment Index-Secondary Level" contains 83 statements to which the student either strongly agrees, agrees, disagrees, or strongly disagrees. (For related documents, see TM 002 482-485.) (DB)

ED 074 124

TM 002 487

Gilbert, Katherine J.

Evaluation of the Alternate Program at McBride School, 1971-72. Research Report.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-19

Pub Date Jul 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, \*Evaluation Techniques, Intermediate Grades, \*Parent Reaction, Parent School Relationship, \*Program Evaluation, Questionnaires, Standardized Tests, Statistical Data, \*Student Attitudes, Student School Relationship

Identifiers—Gates MacGinitie Reading Tests, \*McBride School, School Sentiment Index, Vancouver

The alternate program at McBride School was an organizational and curricular modification that offered optional activities, community recreation, semestering of some subjects, and unstructured time. It involved four intermediate grade classes. Questionnaires were distributed to students who were enrolled in the alternate program and to their parents. In addition, the School Sentiment Index (Intermediate Level) was administered to students in both the alternate and regular programs. The Gates-MacGinitie Reading Tests were given to alternate program classes in Grades 4, 5, and 7 in the early Fall of 1971 and again in the Spring of 1972. Results of the evaluation showed that there was general support for the alternate program from the parents and from students enrolled in it. The results of the standardized tests indicated that in reading skills, the Grade 4 and Grade 7 students both made substantial gains. The Grade 5 students sustained a loss; and the Grade 6 arithmetic scores were average or above in comparison with other Vancouver students. There were essentially no differences in attitudes towards school between students in the alternate program and those in the regular program. The only significant difference was in respect to "School Social Structure and Climate," with the alternate program students showing more positive feelings. There was some friction and jealousy among students because of the alternate program, and a communication problem existed between members of the staff and parents regarding the alternate program. (For related documents, see TM 002 488, 489.) (DB)

ED 074 125 TM 002 488

Gilbert, Katherine J.  
Summary of Returns to the Questionnaire to Students. Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.  
Report No.—RR-72-19  
Pub Date Jul 72

Note—6p.  
Available from—Not available separately; see TM 002 487

Document Not Available from EDRS.

Descriptors—Educational Research, \*Intermediate Grades, \*Program Evaluation, \*Questionnaires, \*Statistical Data, \*Student Reaction

Identifiers—\*McBride School, Vancouver  
Students' answers to a questionnaire related to their participation in an alternate program at McBride School in Vancouver are summarized. The students (28 girls and 25 boys) represented a class of 144 students in the alternate programs in grades 4 through 7. (For related documents, see TM 002 487, 489.) (DB)

ED 074 126 TM 002 489

Gilbert, Katherine J.  
Summary of Returns to the Questionnaire to Parents. Appendix B.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.  
Report No.—RR-72-19  
Pub Date Jul 72

Note—5p.  
Available from—Not available separately; see TM 002 487

Document Not Available from EDRS.

Descriptors—Intermediate Grades, \*Parent Reaction, \*Program Evaluation, \*Questionnaires, \*Statistical Data

Identifiers—\*McBride School, Vancouver  
Questionnaire responses of 71 parents of 80 students enrolled in an alternate program at McBride School, Vancouver, are summarized. (For related documents, see TM 002 487, 488.) (DB)

ED 074 127 TM 002 490

Fincher, Cameron  
The Advantageous Uses of Part-Whole Correlations for the Reduction of Standardized Test Batteries.

Pub Date 26 Feb 73  
Note—12p.; Paper presented at annual meeting of the Natl. Council on Measurement in Education, AERA (New Orleans, La., Feb. 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, \*College Entrance Examinations, Computer Programs, Educational Research, \*Predictive Validity, Speeches, \*Standardized Tests, Testing, \*Test Reliability

Identifiers—GAT, \*General Achievement Tests

To find an acceptable way of reducing testing time without altering the administrative use of admissions tests, a study was conducted to test the prediction that scores on subtests of the General Achievement Tests (GAT) in Social Studies, Natural Sciences, and Mathematics could be used to predict the total test score. All answer sheets for 1000 subjects (250 male and 250 female) who had previously taken the tests were rescored for part scores on the two sections of each test. Pearson product-moment coefficients of correlation were then computed by sex for the two subtests and the total score on each of the three GAT tests. Regression equations were then derived from the correlations and used for the prediction of total scores made by subjects in the cross-validation sample. Correlations were then run between the predicted total scores and obtained scores previously recorded. Results showed that none of the original part-whole correlations exceeded +.95. The study findings resulted in discontinuance of the complete GAT tests at a four-year urban college. Each college applicant took only the 15-minute subtests on the three tests, and a total score in scale-form was predicted thereby for use in the admissions process. This reduced the testing time for the GAT from 120 to 45 minutes. The conversion of subscores into predicted total scores was part of the computer-scoring operations for the admissions test battery. It is concluded that the disadvantages of reduced reliability were offset by the advantages of reduced testing time. (DB)

ED 074 128 TM 002 491

Bergsten, Jane Williams  
The Effects of Cluster Sampling in the Norming of an Achievement Test Battery.

Pub Date Feb 73  
Note—8p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, \*Cluster Analysis, Grade 4, \*Grade Equivalent Scores, \*Norms, Speeches, Technical Reports, \*Test Results

Identifiers—\*Iowa Tests of Basic Skills  
Using the grade equivalent composite scores on the Iowa Tests of Basic Skills of Iowa fourth grade public school pupils who took the tests in January 1970, a study was made to determine the relative precision with which an estimate could be made of the individual percentile norms from different types of cluster sample designs. Five scores ranging from the 14th to the 93rd percentiles were selected, and the proportions below these five scores became the proportions to be estimated. The variances of the estimates of these five proportions were computed for over 20 different sample designs; results from seven sample designs are presented. Using the error variances that were computed for each of the seven sample designs, the ratio of the error variance based on a cluster sample to the error variance based on a simple random sample of pupils was determined. (DB)

ED 074 129 TM 002 492

Ascher, Gordon  
Individualized Instruction and Statewide Assessment: The New Jersey Educational Assessment Program.

Pub Date 27 Feb 73  
Note—22p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, Educational Quality, \*Educational Status Comparison, Grade 4, Grade 12, Individualized Instruction, Mathematics, Speeches, \*State Surveys, \*Student Testing, Tables (Data), \*Test Construction, Test Results

Identifiers—\*New Jersey Educational Assessment Program

The New Jersey Educational Assessment Program, designed to provide useful information to educational decision-makers at a variety of levels, is discussed as to a number of its characteristics. These program characteristics are: Goals—long range goals, outcome goals, and process goals; Test Development—fourth grade reading and mathematics and twelfth grade reading and mathematics; Test Administration—to all fourth

and twelfth grade public school students in New Jersey; Test Results and Their Use—fourth grade mathematics test scores. Five tables provide test data for the Grade 4 mathematics test for a fictitious school district: Table 1 provides information about five items clustered under the heading "Problem Solving"; Tables 2 and 3 provide information that permits the fictitious district to compare its results to those of the state as a whole and to Local Education Agencies (LEA's) serving communities with similar socioeconomic status; Table 4 provides information about the LEA, and Table 5 represents a group of 47 districts that have a similar configuration of "hard-to-change" variables, such as SES, educational level of parents, etc. (DB)

ED 074 130 TM 002 493

Hammond, Peirce Quinn, Harry  
An Evaluation of the Comprehensive Early Childhood Education Network.

Pub Date 26 Feb 73  
Note—8p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Early Childhood Education, \*Information Dissemination, \*Parent Participation, \*Program Evaluation, \*School Community Programs, Speeches

Identifiers—\*Comprehensive Early Childhood Education Network

The Comprehensive Early Childhood Education Network is designed to encourage increased community support and influence in schools by providing information about existing early childhood programs to community members and school staffs. Information dissemination, observation of ongoing programs, and project monitoring are planned and supervised by individual District Advisory Councils. Evaluation of district objectives, evaluator's observations, interviews, and monitoring reports show that most information is disseminated, community training in planning and observation is needed, there are parent turnover problems, plans are followed, and increased parental involvement exists. (Author)

ED 074 131 TM 002 494

Buchmiller, Archie A.  
Educational Accountability: Characteristics of Legislative Mandates for State Assessment.

Pub Date 27 Feb 73  
Note—14p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Standards, Curriculum Evaluation, \*Educational Accountability, \*Educational Legislation, \*Evaluation Criteria, Speeches, \*State Legislation, Testing Programs

Legislation enacted to attain educational accountability is discussed. At present, 23 states have such enactments. The major kinds of accountability enacted in each of these states are one or more of the following: PPBS, MIS, Uniform Accounting, Testing, Evaluation of Professional Employees, and Performance Contracting. The three most frequently specified systems are state testing or assessment, evaluation of professional employees, and PPBS. The legislation enacted so far most frequently emphasizes educational purposes or goals and points to the general direction of the public's expectations for accountability. Beyond goals and objectives, legislation is likely to be either prescriptively specific or general enough to permit wide latitude by which goals may be fulfilled. Thirteen states require measuring the level of pupil performance by some form of state testing or assessment. Most of the assessment legislation states an intent to evaluate the effectiveness of school programs and curriculum. The most common reasons for adoption of state assessment programs are the improvement of pupil performance, evaluation of educational programs, and the identification of performance levels in relationship to educational needs. States are more frequently turning to goals-and-objectives-based state assessment models. This permits the measurement of student performance with criterion-referenced instruments. A model act for a comprehensive state educational assessment and accountability program is provided. (DB)



- ED 074 132** TM 002 495  
Jaeger, Richard M.  
*An Evaluation of Sampling Designs for School Testing Programs.*  
Pub Date Feb 73  
Note—5p.; Paper presented at annual meetings of the Natl. Council on Measurement in Education and AERA (New Orleans, La., Feb. 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Educational Accountability, \*Program Evaluation, \*Sampling, Speeches, \*Testing Programs, \*Test Results  
While school systems most often use achievement test results for individual appraisals, increasing attention to program evaluation and accountability requires that test results be used for institutional appraisals as well. When institutional test results are desired—that is, results for schools or school districts—not all pupils need be tested. Two alternative testing program designs are proposed, for situations where individual test results are desired for some subject areas or grades, and institutional results are desired for others. Seventeen alternative finite-population sampling procedures can be used with these designs. The efficiency of each procedure is evaluated using data from a medium-sized school district, and relative efficiencies are derived. Some sampling procedures are found to yield acceptable precision for estimation of district-mean achievement with a sampling fraction of only five percent. (Author)
- ED 074 133** TM 002 496  
Moy, Mabel L. Y. Barcikowski, Robert S.  
*Item Sampling: Optimum Number of People and Items.*  
Pub Date Feb 73  
Note—28p.; Paper presented at annual meeting of the National Council on Measurement in Education, AERA (New Orleans, La., February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Evaluation Techniques, \*Item Sampling, \*Sampling, Speeches, \*Standard Error of Measurement, Statistical Studies, Tables (Data), \*Tests  
Identifiers—Monte Carlo Methods  
Using a computer-based Monte Carlo approach to generate item responses, the results of this study indicate that, when item discrimination indices are considered, item-examinee sampling procedures having the same number of observations have different standard errors in estimating both test mean and test variance. With certain types of tests, a single item-examinee sampling plan would not yield optimal, i.e., smallest standard error, estimates of both  $\mu$  and  $\sigma$  squared. That is, one sampling plan would be needed to optimally estimate  $\mu$  and another to optimally estimate  $\sigma$  squared. In addition, it was found that single exhaustion of the item set was sufficient for estimating both  $\mu$  and  $\sigma$  squared. (Author)
- ED 074 134** TM 002 497  
McNamara, Thomas  
*Follow Through Evaluation in Philadelphia. The Moderate Realist Philosophical Position as the Base for Educational Evaluation.*  
Pub Date Feb 73  
Note—28p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Compensatory Education Programs, \*Educational Psychology, \*Evaluation Criteria, \*Evaluation Methods, \*Program Evaluation, Speeches  
Identifiers—Philadelphia, \*Project Follow Through  
The regular malaise that manifests itself in the educational evaluation community regarding its methodology, its results, its identity, could well be caused by the difference between its philosophical assumptions and those of its clients. Educational evaluation has inherited the positivist philosophical tradition through ties to American psychology. Its clients almost invariably hold the convictions of the philosophy of common sense, which is fundamentally opposed to positivism's reduction of persons to "its". The moderate realist philosophical position is not reductionistic in this way. It is open to all methods of scientific investigation, both those approved and disapproved by the rigorous scientific tradition. (Author)
- ED 074 135** TM 002 498  
Williams, Cynthia L.  
*Effects of Training on Rating Reliability, as Estimated by ANOVA Procedures, for Fluency Tests of Creativity.*  
Pub Date Feb 73  
Note—31p.; Paper presented at annual meeting of the National Council on Measurement in Education, AERA (New Orleans, Louisiana, February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—Analysis of Variance, \*Evaluation Criteria, \*Examiners, \*Scoring Formulas, Speeches, \*Test Results, \*Training Techniques, Volunteer Training  
Identifiers—\*Divergent Production Battery  
Each test in the Divergent Production battery requires the examinee to produce a response. Since these responses must be evaluated, the factor of rater judgment influences the reliability of scores. The problem of scoring reliability is one which pervades the literature on creativity research, where either low estimates or no estimates have been reported when tests from the battery are used. The purpose of this study was to develop a training program for raters of some Divergent Production fluency factor tests and to evaluate this program. An experimental design was generated for the evaluation and the scoring reliability was estimated through analysis of variance procedures. General principles for training raters and for analyzing the results of the design will be discussed. (Author)
- ED 074 136** TM 002 499  
Westbury, Ian Korbek, John  
*Evaluation of a Goal-Focused Educational Program in Social Work.*  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
Pub Date Feb 73  
Note—50p.; Paper presented at annual meetings of Council on Social Work Education and American Educational Research Association, February 1973  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Curriculum Development, \*Curriculum Evaluation, \*Educational Objectives, \*Social Work, Speeches, \*Summative Evaluation  
Results from an evaluation study of a new masters' program in social work are described. The paper focuses upon the interaction between program goals that are conceived in terms of (1) the need to train social work students in three methods of social work, and (2) the need to prepare students who could address the problems of disorganized urban communities, and the five-year process of operationalizing these goals. The program had only mixed success in realizing its aims. (Author/DB)
- ED 074 137** TM 002 500  
Reinhard, Diane L.  
*Methodology Development for Advocate Team Use for Input Evaluation.*  
Pub Date Feb 73  
Note—17p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Advisory Committees, \*Case Studies, Data Analysis, Data Collection, \*Evaluation Methods, \*Manuals, \*Methods Research, Speeches  
Identifiers—\*Advocate Team, Input Evaluation  
Methodology for input evaluation, as defined by Daniel L. Stufflebeam, is relatively nonexistent. Advocate teams have recently become a popular means of generating and assessing alternative strategies for a set of objectives. This study was undertaken to develop and evaluate methodology for advocate team use in input evaluation. Steps taken included conducting a series of four case studies where advocate teams were used, development of a conceptualization and exemplary operationalized procedures for advocate team use, and an evaluation of the proposed methodology through written critiques and empirical application. The methodology was revised, based on the evaluation results. (Author)
- ED 074 138** TM 002 501  
Kleinke, David J.  
*An Index of Predictive Efficiency.*  
Pub Date Feb 73  
Note—11p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Correlation, \*Predictive Validity, Speeches, \*Statistical Studies, \*Testing Identifiers—\*Decision Theory Approach  
An index that reflects the accuracy of selection associated with a predictive validity of "r" is presented. Based on Sheppard's theorem on median dichotomies, it is a measure of improvement over chance assignment to "accept" (or "reject"). Because the index is a measure of the accuracy of this assignment, rather than of variation from prediction throughout the distribution, the index is deemed to be a more appropriate measure than  $r$  squared or indices based on  $r$  squared when the purpose of testing is selection or placement. (Author/DB)
- ED 074 139** TM 002 502  
McLean, Leslie D. Keeton, Anne  
*Multivariate Analysis of Repeated Measures with a Design on the Measures and a Design on the Subjects—An Example.*  
Pub Date Feb 73  
Note—14p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—\*Analysis of Covariance, \*Analysis of Variance, \*Factor Analysis, Factor Structure, Speeches, Statistical Analysis, Tables (Data), Technical Reports, Test Interpretation  
An exact multivariate analysis for troublesome repeated measures designs has been described by Bock and programmed by Finn. The method is applied to digit span from an actual experiment involving first-grade pupils in an inner-city school and a suburban school in Canada. The repeated measures are first transformed by an orthogonal matrix derived from the design on the measures; the resulting new variables are treated as dependent variables in the multivariate analysis of variance employing the design on the subjects. In this example, Bock's method yielded more significant results compared to conventional approximate analyses. Covariates may be used. (Author)
- ED 074 140** TM 002 503  
Kleinke, David J.  
*Further Studies of Linear Prediction Following Matrix Sampling.*  
Pub Date Feb 73  
Note—8p.; Paper presented to joint session of American Educational Research Association and National Council on Measurement in Education (New Orleans, La., Feb. 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—Item Sampling, \*Norms, \*Predictive Measurement, \*Sampling, \*Scores, Speeches, Technical Reports, True Scores  
In a post mortem study, it is demonstrated that linear prediction is as effective as computing a negative hyper-geometric distribution for estimating test norms following matrix sampling from a total test with a highly skewed score distribution, provided the same prediction coefficient is used for all examinee groups. It is also demonstrated empirically and algebraically that using a coefficient unique to each examinee group produces distributions of predicted total-test scores with "insufficient" variance. Implications for measurement practice and statistical theory are discussed. (Authors)
- ED 074 141** TM 002 504  
Mallinger, Barry L. And Others  
*A Multivariate Analysis of Rationally Derived Categories of Learning Disorder.*  
Pub Date Feb 73  
Note—16p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29  
Descriptors—Ability Identification, \*Clinical Diagnosis, \*Discriminant Analysis, Elementary School Students, Language Handicaps, \*Learning Disabilities, Perceptual Motor Coordination



tion, \*Predictor Variables, Speeches, Technical Reports

Identifiers—Bender Visual Motor Gestalt Test, Wechsler Intelligence Scale for Children

While the WISC and Bender-Gestalt are widely used for differential diagnosis, there is a need for empirically determined criteria for classification. Multivariate techniques seem especially promising in classification problems. This study determined the extent to which such an approach can classify children into rational, a priori categories of learning disorder. Two discriminant functions were obtained and found to be highly significant. Six predictors within each function were identified as optimum. The efficiency of the functions in predicting criterion group status was demonstrated. Educational implications are discussed. (Author)

**ED 074 142** TM 002 507  
Innes, Thomas C. Cormier, William H.

**The Prediction of Achievement Means of Schools from Non-School Factors Through Criterion Scaling.**

Pub Date 26 Feb 73

Note—31p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Achievement Tests, \*Internal Scaling, Item Analysis, Performance Factors, \*Prediction, \*Predictor Variables, Questionnaires, Scores, Speeches, Standardized Tests, \*Student Characteristics, Tables (Data), Technical Reports

Identifiers—Metropolitan Achievement Test

The adequacy of using a combination of criterion-scaled non-school variables to predict achievement score means of schools is discussed. Non-school data gathered on eighth-grade students were criterion-scaled, using the total score of the Metropolitan Achievement Test. Eight non-school category scores and actual achievement scores of selected schools were intercorrelated. A stepwise regression analysis yielded a multiple correlation of .949 between predicted and actual scores. Further steps, including a quasi cross-validation study, confirmed the feasibility of the method. Results suggested that the technique could lead to a satisfactory accountability model, could direct educators to focus efforts on non-school variables, and could justify concentration on neglected goals. (For related document, see TM 002 508.) (Author)

**ED 074 143** TM 002 508  
Innes, Thomas C. Cormier, William H.

**The Non-School Factor Questionnaire.**

Pub Date 26 Feb 73

Note—6p.; Part of paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 002 507

**Document Not Available from EDRS.**

Descriptors—Family Life, \*Multiple Choice Tests, Parental Background, \*Questionnaires, Race, School Demography, \*Socioeconomic Background, Socioeconomic Status, \*Student Attitudes, \*Student Characteristics

The Non-School Factor Questionnaire contains 41 multiple-choice items seeking information about students' parents, race, family life, living conditions, socioeconomic status, attitudes toward education and success, and other demographic factors. (For related document, see TM 002 507.) (KM)

**ED 074 144** TM 002 509  
Sewell, Alan F. Dornseif, Allan W.

**Controlled Multivariate Evaluation of Open and Traditional Education at the Junior High School Level. Preliminary Report.**

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Feb 73

Note—13p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, Grade 7, Grade 8, \*Open Education, \*Program Evaluation, Social Development, Speeches, Student Adjustment, Student Attitudes, Technical Reports, \*Traditional Schools

A year-long study to evaluate the relative educational outcomes of open and traditional education is being conducted at the O. W. Huth Upper Grade Center, Matteson, Illinois. Midpoint analyses and evaluations of the study are presented. The open plan group includes 140 randomly assigned 7th- and 8th- graders in a single, specially constructed classroom. An equal number of randomly assigned control students pursue the traditional departmental program. The open plan teachers follow an interdisciplinary curriculum. Pretest, midpoint, and posttest measures are presented in four areas: academic achievement, personal growth, social development, and attitudes. (Author)

**ED 074 145** TM 002 510  
Loue, William E., III And Others

**A Formative Evaluation of "Individualized Science," an Innovative Instructional System.** Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date Feb 73

Note—32p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Diagnostic Tests, \*Formative Evaluation, \*Individualized Programs, Instructional Innovation, \*Program Evaluation, \*Science Education, Science Programs, Tables (Data), Technical Reports

A study is being conducted to evaluate and revise an innovative science program which was field tested in three schools representative of urban, rural, and suburban populations. The objectives of the study are to assess the program's actual performance of its stated objectives and to inform the program developer of inherent strengths and weaknesses. A phase of the evaluation design is the examination of the Placement Tests. These were administered on a pretest basis for analysis. Results to date have been utilized in program revision and have provided evidence to support the need for formative evaluation of innovative instructional systems. (For related document, see TM 002 511.) (Author)

**ED 074 146** TM 002 511  
Loue, William E., III

**"Individualized Science" Field Test Findings and Recommendations, the Hooke Unit. Appendix A.** Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date Jun 72

Note—18p.; Part of paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 002 510

**Document Not Available from EDRS.**

Descriptors—\*Course Evaluation, \*Field Studies, Formative Evaluation, \*Individualized Programs, Instructional Innovation, Science Education, \*Science Units, Technical Reports

This informal report contains the findings and recommendations resulting from the field test of the Hooke Unit of the "Individualized Science" program. Data were collected from three schools. Because of an unusual number of weaknesses ranging from formal inconsistencies to manipulative deficiencies, it was concluded that the Hooke Unit is somewhat inadequate and incomplete for field test purposes. (For related document, see TM 002 510.) (KM)

**ED 074 147** TM 002 512  
Roudabush, Glenn E.

**Item Selection for Criterion-Referenced Tests.**

Pub Date Feb 73

Note—16p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Criterion Referenced Tests, Diagnostic Tests, Educational Objectives, \*Item Analysis, Post Testing, Pretesting, Speeches, Tables (Data), Technical Reports, \*Test Construction, Test Validity

Identifiers—California Achievement Tests, Prescriptive Reading Inventory

The desirable characteristics of criterion referenced test items and sets of items are described. A two-stage item tryout and item

selection procedure are also described. The paper presents the results of using the procedure as compared with traditional item selection procedures used in selecting items for norm referenced tests. It was found that the items selected from the same item pool by the two procedures differ markedly. A rationale for these differences is presented and recommendations for appropriate uses of the two kinds of instruments are given. (Author)

**ED 074 148** TM 002 513  
Tam, Peter T. K. And Others

**An Empirical Comparison of Two Path Coefficient Estimates.**

Florida State Univ., Tallahassee. Coll. of Education.

Pub Date Feb 73

Note—27p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Comparative Analysis, \*Critical Path Method, Models, Prediction, Sampling, Speeches, Tables (Data), Technical Reports

Since the development of causal path analysis by Wright, both the standardized and unstandardized procedures in path coefficient estimates have been advocated in the related literature, but the superiority of one technique over the other has not been demonstrated empirically or mathematically. In this study, the sampling properties of both coefficient estimates in a chain prediction model are compared under known conditions by Monte Carlo methods at systematically selected parameter points which include sample size and Var(E-sub-one, E-sub-two). The implications, interpretation, and problems of both methods are discussed with reference to the evaluation of learning hierarchies. (Author)

**ED 074 149** TM 002 514  
Moody, Lamar Amos, Neil G.

**Assessment of Selected Innovative Educational Practices by Professional Educators. An Abstract of a Cooperative Research Project between the Mississippi School Study Council and the Bureau of Educational Research at Mississippi State University.**

Mississippi School Study Council, Hattiesburg; Mississippi State Univ., State College. Bureau of Educational Research.

Pub Date Oct 72

Note—17p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrator Attitudes, Educational Innovation, Flexible Scheduling, Individualized Instruction, Nongraded System, Open Plan Schools, Speeches, \*Surveys, Tables (Data), \*Teacher Attitudes, Team Teaching, Technical Reports

Elementary, middle, and high school teachers and principals indicated their amount of agreement or disagreement as to the educational effectiveness of the innovative practices of non-gradedness, team teaching, flexible scheduling, individualized instruction, and open space classrooms. Significantly higher mean scores were obtained by elementary and middle school teachers experienced with the innovations than those inexperienced on all practices except individualized instruction. Significantly higher scores were obtained by experienced high school teachers than by inexperienced teachers on team teaching, flexible scheduling, and behavioral objectives. Experienced teachers and experienced principals did not differ significantly on any innovation. Significant differences were determined by t-tests. (Author)

**ED 074 150** TM 002 515  
Millman, Jason

**Psychometric Characteristics of Performance Tests of Teaching Effectiveness.**

Pub Date Feb 73

Note—12p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Effective Teaching, \*Performance Tests, \*Psychometrics, Scoring, Speeches, Teacher Evaluation, Technical Reports, Testing, Test Reliability, Test Validity

Teaching performance tests are measures which assess a teacher's ability to accomplish prespecified instructional objectives. Although possessing much face validity, little psychometric information is available about such assessment devices. Three separate studies were conducted to provide information about the validity, reliability, administration, and scoring of performance tests of teaching effectiveness. (Author)

ED 074 151 TM 002 516  
Coke, Esther U.

Readability and Its Effects on Reading Rate, Subjective Judgments of Comprehensibility and Comprehension.

Pub Date Feb 73

Note—16p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Oral Reading, Predictor Variables, Pronunciation, \*Readability, \*Reading Comprehension, \*Reading Research, Reading Speed, \*Reading Tests, Silent Reading, Speeches, Syllables, Technical Reports

Prose passages read aloud or silently were rated for pronounceability and comprehensibility. The relationships of text-derived readability indices to reading rate, comprehensibility ratings and comprehension test scores were explored. Reading rate in syllables per minute was unrelated to readability. The high correlation between rate in words per minute and readability was attributable to the syllable-rate constancy. Consequently, syllable rate appears to be the more prudent measure for research relating readability to rate. Comprehensibility ratings and comprehension-test scores were moderately correlated with the readability indices. This finding underscores the need to isolate additional text-derived predictors of readability. (Author)

ED 074 152 TM 002 517  
Koether, Mary E. Coke, Esther U.

A Scheme for Text Analysis Using Fortran.

Pub Date Feb 73

Note—27p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Algorithms, Computational Linguistics, \*Computer Programs, Grading, Language Patterns, \*Programming Languages, Readability, Reading Speed, Speeches, \*Structural Analysis, Tables (Data), Technical Reports, Test Bias, \*Written Language

Using string-manipulation algorithms, FORTRAN computer programs were designed for analysis of written material. The programs measure length of a text and its complexity in terms of the average length of words and sentences, map the occurrences of keywords or phrases, calculate word frequency distribution and certain indicators of style. Trials of the programs, in studies of readability and reading rate, in aiding editors, in grading essays, and in identifying sources of response bias in multiple choice tests, demonstrate the potential applications of these algorithms in educational research and the usefulness of augmenting FORTRAN's computational facilities with character-processing capability. (Author)

ED 074 153 TM 002 518  
Shack, David M. Owen, Steven V.

Multivariate Prediction of Early School Achievement.

Pub Date Feb 73

Note—17p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, Achievement Tests, Cognitive Ability, \*Elementary Grades, Low Achievement Factors, Multiple Regression Analysis, Predictive Ability (Testing), \*Predictor Variables, Sex Differences, Speeches, Student Characteristics, Technical Reports

While many studies have predicted elementary school achievement, few have investigated both cognitive and biographical predictors simultaneously in a multiple regression format. The present study used both types of variables in predicting achievement over a 20 month span. Criterion

variables consisted of Stanford Achievement Test subscores, and a composite Stanford score, collected at the end of the first grade. Shrunken R's ranged from .60 to .76. Sex of student was the only biographical variable which consistently entered optimum prediction batteries. Implications for "sex" as a moderator variable and preventive programs for predicted low achievers are discussed. (Author)

ED 074 154 TM 002 519  
Knipe, Walter H. Krahmer, Edward F.

An Application of Criterion Referenced Testing.

Pub Date 27 Feb 73

Note—19p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, \*Criterion Referenced Tests, Elementary Grades, \*Mathematics Instruction, \*Performance Contracts, \*Program Evaluation, Speeches, Teacher Attitudes, Technical Reports, Testing Programs

Criterion referenced testing has received considerable theoretical, but only limited practical, application. Grand Forks School District has developed mathematics criterion referenced tests for grades three to nine. The tests are keyed to a hierarchical set of approximately 50 performance objectives and 40 individualized contracts per grade level. These tests were administered on a pre-post basis during 1971-72. This study was designed to consider the following three concerns: (1) adoption experiences when using criterion referenced testing, (2) research conclusions as a byproduct of this testing, and (3) attitudes of classroom teachers to this method as compared to nationally formed tests. Data for the second concern indicate different orders and grade levels at which students learn specific skills in various schools. (Author)

ED 074 155 TM 002 520  
Hofmann, Richard J.

Indices of Complexity and Interpretation: Their Computation and Uses in Factor Analysis.

Pub Date Mar 73

Note—16p.; Paper presented at annual meeting of the National Council of Measurement in Education (New Orleans, Louisiana, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cluster Analysis, \*Factor Analysis, \*Factor Structure, Speeches, Statistical Analysis, Tables (Data), Technical Reports

In this methodological paper two indices are developed: a complexity index and an interpretation index. The complexity index is a positive number indicating on the average how many factors are used to explain each variable in a factor solution. The interpretation index will be positive ranging from zero to unity; unity representing a perfect independent cluster solution and zero representing the poorest factor solution in terms of complexity. Through empirical application to the classic 24 psychological variables it is demonstrated that the indices may be computed by hand and are easily interpreted providing a basis for comparing different factor solutions. (Author)

ED 074 156 TM 002 521  
Hofmann, Richard J.

The Computation of Orthogonal Independent Cluster Solutions and Their Oblique Analogs in Factor Analysis.

Pub Date Mar 73

Note—24p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cluster Analysis, \*Comparative Analysis, \*Factor Analysis, Factor Structure, Models, Research Methodology, Speeches, Statistical Analysis, Technical Reports

A very general model for the computation of independent cluster solutions in factor analysis is presented. The model is discussed as being either orthogonal or oblique. Furthermore, it is demonstrated that for every orthogonal independent cluster solution there is an oblique analog. Using three illustrative examples, certain generalities are made with respect to the class of independent cluster solutions which are generated by the orthomax criterion. A procedure is presented for

comparing the simple structure of an orthogonal independent cluster solution with the simple structure of its oblique analog. (Author)

## UD

ED 074 157 UD 013 309

Moody, Charles D., Ed. And Others

Proceedings of Conference on Development in School Desegregation and the Law. Michigan Univ., Ann Arbor. School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—205p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Ability Grouping, \*Educational Opportunities, Integration Litigation, \*Integration Methods, Integration Plans, Racial Balance, Racial Discrimination, \*School Integration, Student Grouping, Student Transportation, \*Teacher Employment, Transfer Programs, Urban Schools

Identifiers—Civil Rights Act of 1964 Title IV

The Program for Educational Opportunity, an institute based at the University of Michigan and established by the Office of Education pursuant to Title IV of the 1964 Civil Rights Act, is designed to assist school districts in the process of desegregation. The Program annually conducts a series of conferences. The Conference on Developments in School Desegregation and the Law, held May 17-19, 1972, was designed to provide an overview of developing educational and legal principles. The following papers are presented in this document: "Unconstitutional segregation and court ordered desegregation," J. H. Flannery; "Racial imbalance and State desegregation standards," R. Lyons; "Drawing up desegregation plans: the steps, data and resources required," C. Glatt; "Busing and metropolitan desegregation," J. H. Flannery; "Voluntary vs. involuntary desegregation," J. Cochran; "Assisting equal educational opportunity," C. B. Vergon; "Hiring and retaining minority personnel; legal and practical analysis of permissible practices," A. J. Howell and J. Luck; "Integrating the desegregated school," N. Sullivan; "Achieving effective desegregation: a handbook," A. Smith, A. Downs, and M. L. Lachman; "Ability grouping: status, impact, and alternatives," W. G. Findley; and, "Discipline in desegregated schools," L. Bobbitt. (JM)

ED 074 158 UD 013 310

Moody, Charles D., Ed. And Others

Proceedings of Conference on the Personnel Director in the Desegregation Process.

Michigan Univ., Ann Arbor. School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Administrator Role, Community Control, Integration Effects, \*Minority Group Teachers, \*Personnel Directors, Racial Balance, \*School Integration, School Personnel, Teacher Education, Teacher Employment, \*Teacher Evaluation, Teacher Placement, Teacher Promotion

Identifiers—Civil Rights Act of 1964 Title IV

The Program for Educational Opportunity, an institute based at the University of Michigan and established by the Office of Education pursuant to Title IV of the 1964 Civil Rights Act, is designed to assist school districts in the process of desegregation. The Program annually conducts a series of conferences. The Conference on The Personnel Director in the Desegregation Process, held June 19-21, 1972, was designed to explore the role of the personnel director in developing and implementing administrative policies and regulations as they relate to the recruitment and placement of minority personnel. This document presents the following papers: "What does desegregation mean to minority personnel?" B. A. Sizemore; "An analysis of the socio-historical factors in the development of community controlled schools," J. C. Buntin; "The law and personnel policies: the need for equity in minority hiring," H. T. Edwards; "Assessing the need for a racially balanced staff," C. D. Moody; "Sociopsychological implications in recruiting and hiring



minority personnel," U. Byas: "Once hired, then what? Problems encountered by new minority teachers," K. A. Flynn; "Placement, transfers, promotions, and equal retention," F. C. Leonard; "Teacher training and the minority student: need for more effective preparation for working with integrated staffs," J. J. Bellon; and "Special Areas of Concern for Evaluating Minority Personnel," J. Hill. (JM)

UD 013 311

Moody, Charles D., Ed. *And Others*  
Proceeding of Conference on Multi-Ethnic Curriculum and the Changing Role of the Teacher. Michigan Univ., Ann Arbor. School of Education. Spons. Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Jul 72  
Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Biculturalism, Cultural Factors, Cultural Pluralism, \*Curriculum Development, Educational Administration, \*Educational Change, Ethnic Studies, Individual Development, \*Integrated Curriculum, School Integration, School Role, Student Participation, \*Teacher Role

Identifiers—Civil Rights Act of 1964 Title IV

The Program for Educational Opportunity, based at the University of Michigan and established by the Office of Education pursuant to Title IV of the 1964 Civil Rights Act, is an institute designed to assist school districts in the process of desegregation. The Program annually conducts a series of conferences; The Conference on Multi-Ethnic Curriculum and the Changing Role of the teacher, held July 10-13, 1972, was designed to explore concepts of multi-ethnicity and its implications for developing curricula and modifying the role of the teacher to respond to changing needs. The following papers are presented in this document: "Exploring concepts of multi-ethnicity," G. Gay; "The multi-ethnic curriculum—a mini approach for a maxi problem?" R. C. Gonzalez; "White students and a multi-ethnic curriculum," A. F. Citron; "Shared decision making, limitations and possibilities," R. Edmonds; "The role of the school in curriculum development," A. D. Loving, Sr.; "Human growth and development," S. Cooper; "Integrating ethnic content into the curriculum," O. McConner; "Guidelines for integrating multi-ethnic content into the curriculum: communication skills and reading," M. C. Williams; and, "Heritage of the American people: a social studies presentation," K. Partlow. [Three pages of photographic illustrations have been deleted from the document due to poor reproducibility.] (JM)

UD 013 312

Moody, Charles D., Ed. *And Others*  
Proceedings of Conference on the Role of the Principal in the Desegregation Process. Michigan Univ., Ann Arbor. School of Education. Spons. Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Aug 72  
Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Administrator Attitudes, \*Administrator Role, Community Attitudes, \*Discipline Problems, Individual Development, Paraprofessional School Personnel, Principals, Pupil Personnel Services, \*Racial Attitudes, \*Scheduling, \*School Integration, Student Attitudes, Student Participation

Identifiers—California

The Program for Educational Opportunity, an institute based at the University of Michigan and established by the Office of Education pursuant to Title IV of the 1964 Civil Rights Act, is designed to assist school districts in the process of desegregation. The Program annually conducts a series of conferences. The Conference on the Role of the Principal in the Desegregation Process, held August 9 and 10, 1972, was designed to afford insight into the ways in which principals can effectively deal with the problems of establishing programs and procedures that will provide for quality education in desegregated schools. The following documents are presented in this report: "Efficient use of administrative time," C. Van Voorhees; "Discipline?" an examination of the concept of discipline and its educational implications, by F. C. Leonard; "The principal's role in discipline and desegregation," J. F. Pollack; "Involvement," a presentation of

some key ideas regarding the educational steps to be taken to insure meaningful involvement by young people in the American scene, by F. C. Leonard; "The student: what he or she brings to a desegregated setting," J. S. Favors; and, "Staff development: a tool for improving instructional programs in a desegregated setting," H. L. Pearson. (JM)

UD 013 313

Reports of Member States on the Implementation of the Convention and Recommendations Against Discrimination in Education: Second Report of the Committee on Conventions and Recommendations in Education, General Conference, Seventeenth Session, Paris, 1972. Item 20 of the Provisional Agenda.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 15 Sep 72

Note—273p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Admission (School), Educational Objectives, \*Educational Opportunities, Elementary Education, Equal Education, Higher Education, Minority Groups, \*Racial Discrimination, Secondary Education, \*Sex Discrimination, \*Social Discrimination, Surveys, Teacher Education

Identifiers—\*UNESCO

This document contains the Report of the Committee which studied the reports by Member States on the implementation of the Convention and Recommendation against Discrimination in Education. The document analyzes the 41 reports transmitted by Member States, 27 of which are parties to the Convention up to January 15, 1972. This report is in three parts with five annexes. The first part is an introduction. Part II consists of an overall analysis of the replies received. It is, in turn, subdivided into four chapters which correspond to the four sections of the second questionnaire. The third part of this report consists of the Committee's general conclusions and contains its recommendations. Finally, Annexes A and B to the report contain the text of the Convention and Recommendation respectively. Annex C contains summaries of the replies received from various countries. Annex D contains a summary of replies to the first questionnaire from Austria, Jamaica, and Pakistan, which it has not hitherto been possible to submit to the General Conference. Annex E consists of statistical tables. [The text of Annexes A and B is in French, Spanish, and Russian, in addition to English.] (Author/JM)

UD 013 314

Jones, J. Charles *And Others*  
Differences in Perceived Sources of Academic Difficulties: Black Students in Predominantly Black and Predominantly White Colleges.

Pub Date Feb 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, \*College Integration, Communication Problems, Conflict, Educational Background, Financial Problems, \*Negro Colleges, \*Negro Students, \*Perception, Racial Integration, Sex Differences, Social Problems, Student Attitudes, \*Student Problems, Study Habits

The purpose of this study was to determine whether black students attending predominantly white colleges attributed their academic difficulties to different sources and saw themselves as having a different set of problems than their black counterparts in predominantly black colleges. Subjects were asked to rate possible sources of academic problems on 12 five-point scales. The total of 289 students was divided between 195 black students in four predominantly black universities and 94 black students in five predominantly white liberal arts colleges. There were 98 males and 97 females in the black schools, and 51 males and 43 females in the white schools. Males attending predominantly black colleges were more inclined to attribute their academic difficulties to their own poor study habits and to worry over financial problems, and less likely than those attending predominantly white colleges to blame their difficulties on defects in their schools. Students attending predominantly white colleges were more likely to see competition with other students and inadequate high school preparation as sources of academic difficulties. Female students were

inclined to view social and communication problems as contributing most importantly to their academic difficulties, while males more frequently reported being distracted by financial problems or experiencing academic difficulties because of poor study habits. (Author/JM)

UD 013 315

Coletta, Anthony J.  
Personality Characteristics and Assumptions Held by Open and Traditional Teachers of the Poor.

Pub Date Feb 73

Note—23p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, Economically Disadvantaged, \*Elementary School Teachers, \*Individual Characteristics, Learning Processes, \*Open Education, \*Personality Assessment, Student Teacher Relationship, Teacher Attitudes, Teacher Characteristics, Teacher Qualifications, Test Construction, Test Validity, \*Traditional Schools

Identifiers—Barth Scale

The major purpose of this study was to investigate selected personality characteristics of high and low rated, open and traditional classroom teachers who teach economically disadvantaged primary school children. A second purpose of the study was to investigate the assumptions which high and low rated, open and traditional teachers of the poor hold about open education. The Edwards Personal Preference Schedule, the Thurstone Temperament Schedule, and the Barth Scale were administered to 30 open and 30 traditional primary grade teachers, each rated by a supervisor as high or low in teaching ability. The high, open group contained 15 teachers; the low open section included 15; teachers in the high traditional subdivision numbered 15, while the low traditional category also included 15 teachers. The results demonstrated no significant personality differences between high and low rated open and traditional teachers. Open teachers, however, appear to emphasize intuitive judgment when assessing a child's work. In contrast, traditional teachers are more likely to rely on objective tests to determine what the child has learned. Whereas open teachers tend to believe that learning occurs through exploration, unthreatened by adults, traditional teachers are likely to feel that a child learns best when knowledge is transmitted by the teacher to the child. (Author/JM)

UD 013 316

Yasgur, Bruce J. *Carner, Erwin A.*  
Investigation of the Degree and Nature of Anxiety in Children from Different Socioeconomic and Racial Backgrounds, and Some Implications for the Schools.

Pub Date Feb 73

Note—40p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Anxiety, Caucasian Students, \*Elementary School Students, Fear, Negro Students, Perception, \*Racial Differences, \*Sex Differences, \*Social Differences, Socioeconomic Status, Student Characteristics, Urban Environment, Urban Youth

Identifiers—General Anxiety Questionnaire, Pennsylvania

The purposes of the study reported in this document were to investigate the relationship between children's manifest anxiety and their perceptions of negative environmental stimuli, and to determine the effects of socioeconomic status (SES) and race on both of these variables. The hypotheses tested concerned: (a) the degree of anxiety manifested by children from different SES, race, and sex groups; (b) the frequency of negative environmental stimuli perceived by children from different SES, race, and sex groups; and (c) the relationship between degree of anxiety manifested and frequency of negative environmental stimuli. Additional data were collected concerning the quality of negative environmental stimuli perceived by children from each group. The instrument used to measure anxiety was the General Anxiety Questionnaire, which incorporates items from the Children's Manifest Anxiety Scale and the General Anxiety Scale for Children. All subjects were sixth-grade pupils from four Philadelphia schools. Each school



represented one of four SES-racial combinations: lower SES black, lower SES white, middle SES black, and middle SES white. Three hundred and fifty-one pupils—three classes from each school—participated in the study. The instruments were administered to an entire class at one sitting. [Tables following the text of this paper are only marginally legible.] (Author/JM)

**ED 074 165** UD 013 317

Entwistle, Doris R. Webster, Murray, Jr.  
Expectations in Mixed Racial Groups.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Feb 73

Note—19p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Caucasian Students, Changing Attitudes, \*Elementary School Students, \*Expectation, \*Group Status, Inner City, Integration Effects, \*Intervention, Negro Students, \*Racial Integration, School Integration, Self Evaluation, Social Status, Student Attitudes

Identifiers—Maryland

The research reported in this document studies how status characteristics of adults and children affect adults' ability to raise a child's expectations for his own performance at school-like tasks. This paper focuses upon racial characteristics of both adults and children. The experimental procedure is as follows. An adult works with one child selected from a four-child group following a prescribed pattern to raise that child's expectations. The experiments reported here involve children in mixed race groups, two black children and two white children per group, with either black or white experimenters. Children in second, third, and fourth grades who attended an integrated school in Baltimore served as subjects. Middle-class young adult women, some black and some white, served as experimenters. When the race of the experimenter matches the race of the treated child, significant increases in the expectations of the treated child occur. But when race of the experimenter differs from that of the treated child, significant increases occur for black children interacting with white adults, but not for white children interacting with black adults. These effects for children in racially-mixed groups disagree with earlier work on single-race groups. (Author/JM)

**ED 074 166** UD 013 318

MacDougall, Mary Ann Brown, Jeannette A.  
The Impact of Social Skill Training on the Affective Perceptions of Elementary School Children.  
Pub Date 27 Feb 73

Note—13p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classroom Guidance Programs, Classroom Techniques, \*Counseling Programs, \*Discussion (Teaching Technique), \*Elementary School Students, Group Living, \*Interpersonal Competence, Intervention, Peer Acceptance, Program Evaluation, Role Perception, Self Concept, Small Group Instruction, \*Training

Identifiers—Virginia

The major objective of the study was to provide children with social skill training through: (1) individual opportunities for children to examine and adopt more productive alternatives to the satisfaction of their needs; (2) small group opportunities for children to discuss and learn the differential consequences of cognitive, affective, and social behaviors; and, (3) classroom opportunities for children to explore the dynamics of classroom life and learn the techniques of effective interaction with others. The study was conducted in an urban elementary school in Virginia, housing approximately 400 children and 14 teachers, grades one to six. The racial balance of the elementary school population was 60 percent black and 40 percent white. The majority of the children were from lower or lower-middle class backgrounds, 54 percent and 42 percent, respectively. Two elementary school counselors interpreted the social skill training two days per week during the period from October, 1971–April, 1972. The counselor's time utilization was documented by a log of their activities. To evaluate the effectiveness of the counselors' intervention, a Personal Competence Inventory was administered to children in grades three to six in October, 1971 and March, 1972. The inventory included two tests: Peer Acceptance Index, and Self Perceptions Index. The teachers also rated their pupils. (Author/JM)

**ED 074 167**

Sowell, Thomas  
Black Education: Myths and Tragedies.  
Pub Date 72

Note—345p.

Available from—David McKay & Co., Inc., 750 Third Ave., New York, N.Y. 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—Admission Criteria, College Integration, College Programs, Compensatory Education, Educational Diagnosis, \*Educational Needs, \*Educational Planning, \*Educational Problems, Elementary Education, Higher Education, \*Negro Colleges, \*Negro Education, Negro Students, Racial Discrimination, Secondary Education

The contents of this book are organized in three parts. Part one, "Some personal experiences," includes four chapters dealing with the author's own education: in a segregated school in the South, in Northern ghetto schools, in black and white universities, and his continuing education as a teacher in black and white colleges. Part two, "Black students in white colleges," comprises chapters discussing "basic problems and basic myths," "the mythical 'middle class,'" "tests and 'relevance,'" and "pressures, tactics—and results." Part three, "Special problems and special myths," includes three chapters dealing with, respectively, the public schools, the black colleges, and race and intelligence. Part four, "Summing up," which details the author's conclusions and proposals, advocates two new kinds of institutions: a pre-college training center and a special institute for advanced study. The former would overlap both the high school's work and the work of special remedial and compensatory programs in college. The latter would be dedicated to intellectual excellence for black people. (JM)

**ED 074 168**

Detroit College Opportunity Program. "Preparing College Bound Youth"; Evaluation of the Detroit College Opportunity Program, Funded Under Title I of the Elementary and Secondary Education Act.

Detroit Board of Education, Mich.; Detroit Public Schools, Mich. Dept. of Research and Development; Detroit Univ., Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Oct 72

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Aspiration, College Bound Students, \*College Preparation, College Programs, \*Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Educational Opportunities, \*Higher Education, \*High School Students, Negro Students, Program Evaluation, Secondary Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Michigan

The Detroit College Opportunity Program, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to provide remedial support, instructional assistance, academic stimulation, and personal, educational and vocational counseling for selected eligible students so that their chances to become successful college students will be enhanced. Ninety percent of the students enrolled in the program will be accepted into the Project One Hundred program, if they wish to attend the University of Detroit following graduation from high school. The program identifies students in Class A and Class B Detroit Public Schools located in Title I areas that are desirous of obtaining a college education. In the 1971-72 program, project staff consisted of a coordinator, secretary, two counselors and eight instructors. The summer program staff operated with two less instructors. The goal of the summer program was to provide participants with incentive to aspire to a college program. The program devoted time to providing vocational and educational information, as well as individual and group counseling. The 39-week academic year program was designed to continue the efforts of the concentrated six-week session in which incoming twelfth graders were initiated. (Author/JM)

UD 013 320

**ED 074 169**

Dawson, Judith A.

The Achievement of Students in Primary Grades

After Seven Years of Desegregation.

Riverside Unified School District, Calif.

Pub Date Feb 73

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Community Surveys, \*Elementary School Students, Instructional Innovation, Integration Effects, Integration Methods, Kindergarten Children, Racial Integration, \*School Integration, Statistical Analysis, \*Student Transportation, \*Transfer Programs

Identifiers—\*California

This report is a continuing analysis of the achievement of ethnic minority children who are bused for integration, and of other children attending the schools receiving bused pupils. The findings reported here are limited to children in the primary grades. The achievement of kindergarten and first grade bused and "receiving" pupils has increased steadily and significantly. The average achievement of second grade bused pupils has shown no general trend while the general achievement of second grade receiving pupils has increased. The average achievement of third grade bused and receiving pupils has decreased. The achievement of average and low achieving second and third grade bused pupils has decreased, indicating that the instructional programs have not met their needs. The achievement of high achieving second and third grade bused pupils who have been able to enter the "mainstream" of the receiving schools has followed the same general trends as the average achievement of the receiving pupils. There have usually been significant correlations between the achievement of bused and receiving pupils attending different schools at the kindergarten, first, and second grade levels. This indicates that both bused and receiving pupils benefit from the instructional improvements. Overall, the gap between bused and receiving pupils has narrowed only slightly. (Author/JM)

**ED 074 170**

Goals and Alternatives for the Education of Minority Group Students in Elementary and Secondary Schools.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.; Froomkin (Joseph) Inc., Washington, D.C.

Pub Date Jun 72

Note—69p.; Committee print, Senate Select Committee on Equal Educational Opportunity

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, Disadvantaged Youth, Educational Finance, Educational History, \*Educational Needs, \*Educational Objectives, \*Educational Planning, Educational Research, Educational Resources, Elementary School Students, \*Equal Education, \*Minority Group Children, Remedial Instruction, Resource Allocations, Secondary School Students

This paper argues that social demands on the educational system have changed dramatically in the course of the past few years. A more affluent American society is now demanding that education provide a medium where excellence can be attained by the most able students and a certain minimum level of competence is attained by students who are less academically inclined or less gifted. No longer can the system afford to act merely as a sorting device, certifying the better-motivated and academically inclined Americans. We are making a major financial sacrifice to extend years of schooling to the majority of the population and we want assurance that these additional expenditures will pay off in increased performance for those who are forced to attend school longer. There is now an almost universal demand for a drastic reduction in the number of semi-illiterates and for general mastery of simple mathematics. What is not too clear is how to meet these goals. Different groups in our society have placed demands on the schools which are not only overlapping, but sometimes inconsistent. Most often, the schools have been asked to perform those functions which the fami-

ly was least capable of providing. Such diverse expectations not only influence the programs of different educational institutions which cater to groups with different socio-economic compositions, but give rise to strident attacks on the system. (Author/JM)

**ED 074 171** UD 013 331  
Five Communities: Their Search for Equal Education.

Commission on Civil Rights, Washington, D.C.  
Pub Date Dec 72  
Note—59p.; Clearinghouse publication 37  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SN0500-0078, \$1.00)  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Attitudes, Educational Opportunities, \*Field Interviews, Integration Effects, Integration Methods, Integration Plans, \*Parent Reaction, Racial Integration, \*School Integration, \*Student Attitudes, Student Transportation, Transfer Programs

Identifiers—Florida, Michigan, North Carolina  
These reports on school integration in Pasadena (California), Tampa-Hillsborough (Florida), Charlotte-Mecklenburg and Winston-Salem/Forsyth (North Carolina), and Pontiac (Michigan) are based on interviews and material gathered by Commission on Civil Rights staff members from January 10, 1972, through March 29, 1972. In each school district staff members interviewed the superintendent, board members, principals, teachers, and students at elementary and junior and senior high schools, as well as parents of school children. In addition, classrooms were visited and students were observed in daily school activities. The particular schools were selected with the assistance of the superintendent to provide a cross section of experience with integration. Likewise, attempts were made to select for interview teachers, pupils, parents, and board members in such a way as to obtain as wide a range of opinions as possible on school integration. Interviews were also conducted with black and white community leaders or organization spokesmen with differing viewpoints on school integration. Information obtained through interviews was supplemented by data in court decisions dealing with school desegregation in each district, the desegregation plan for each district, and statistical and background materials provided by school officials of each city. (Author/JM)

**ED 074 172** UD 013 337  
Richardson, Ken, Ed. Spears, David, Ed.  
Race and Intelligence: The Fallacies Behind the Race-IQ Controversy.

Pub Date 72  
Note—204p.  
Available from—Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Md. 21207 (\$1.45)  
Document Not Available from EDRS.

Descriptors—Academic Achievement, Cognitive Development, Compensatory Education, Educational Planning, \*Environmental Influences, \*Genetics, Heredity, Intelligence, \*Intelligence Differences, Neurology, \*Physiology, Prenatal Influences, \*Racial Differences, Racial Discrimination, Social Differences

This collection of essays about intelligence stems from the revived nature-nurture controversy about the origins of mental abilities, led notably by Arthur Jensen, whose article in 1969 created a furor in the U.S.A., and more lately by H. J. Eysenck in Britain. In planning this book, an attempt has been made to step back from the debate itself and look at the concepts which underlie it. This involves a close examination of the key ideas as well as some of the implications of the evidence for our complex, heterogeneous society. After an opening chapter by Liam Hudson which sets the stage and provides the historical background, the book is divided into three parts. The first is psychological and deals with the nature of intelligence, its development, and relationship to school progress. The second part is the domain of the biologists, who discuss the genetics of IQ and intelligence, and the interpretation of race differences in these capacities. Then, attention is turned to development and a consideration of environmental influences on brain growth. In the final part, the scope is broadened to look at the social world, both as the context for the development of intelligence, and as the context for the debate about race dif-

ferences. The concluding chapter draws together the major threads of the argument and discusses some of the educational implications, particularly those for compensatory education. (Author/JM)

**ED 074 173** UD 013 338  
Rubin, Lillian M.  
Busing and Backlash: White Against White in a California School District.

Pub Date 72  
Note—258p.  
Available from—University of California Press, 2223 Fulton St., Berkeley, Calif. 94720 (\$2.95)  
Document Not Available from EDRS.

Descriptors—Boards of Education, Bus Transportation, Integration Effects, Integration Methods, Integration Plans, \*Political Issues, School Community Relationship, \*School Districts, \*School Integration, Social Change, \*Student Transportation, Suburban Schools, Transfer Programs, Urban Schools  
Identifiers—\*California

After several years of pressure from black community organizations and their white allies, in December 1968 the Richmond Unified School District school board set in motion plans to integrate all its elementary schools. The plans necessitated some two-way busing. Four months later the proponents of that plan were soundly defeated by the electorate, and the newly elected school board, composed entirely of anti-busing conservatives rescinded the plan in favor of a voluntary open enrollment scheme. Even while acknowledging that America's racial fears and hostilities stood at the center of the controversy, the outcome was puzzling. Specifically, answers were sought to such questions as: What were the weaknesses in the moderate-liberal coalition that facilitated such a complete ouster from power? Where were the critical junctures at which they either acted incorrectly or failed to act at all, thereby contributing to their failure to retain power and to integrate the elementary schools in the district? What were the ambivalences and strains, the structural and ideological sources of their failure? On the other side: what were the strengths that enabled the conservatives to mobilize what formerly had been a relatively apathetic constituency? What accounted for the politics of rage so evident in this struggle? What, in substance, gave the "silent" majority its voice? (Author/JM)

**ED 074 174** UD 013 341  
Dinnerstein, Leonard, Ed. Jaber, Frederick Cople, Ed.

The Aliens: A History of Ethnic Minorities in America.  
Pub Date 70  
Note—352p.

Available from—Meredith Corp., 440 Park Avenue South, New York, N.Y. 10016 (\$4.45)  
Document Not Available from EDRS.

Descriptors—Acculturation, \*American Indians, Chinese Americans, Culture Conflict, \*Ethnic Groups, Ethnic Relations, Ethnic Studies, \*Immigrants, Japanese Americans, Jews, \*Negro History, Polish Americans, Social Attitudes, Social Discrimination, \*United States History

This book is organized in four parts. Part one, "The Colonial Era," includes the following essays: "The treatment of the Indians in Plymouth Colony," D. Bushnell; "The dynamics of unopposed capitalism," S. Elkins; "Benjamin Franklin and the Pennsylvania Germans," G. Weaver; and "Frontier society," J. Leyburn. Part two, "The Young Republic," includes such essays as: "Indian removal and land allotment: the civilized tribes and Jacksonian justice," M. Young; "The black worker," W. E. B. Du Bois; "When America was the land of Canaan," (an essay concerning Scandinavian immigrants) G. Stephenson; "The attempt to found a new Germany in Missouri," J. Hawgood; and, "The development of group consciousness," (an essay concerning Irish immigrants) O. Handlin. Part three, "The Industrial Transformation," includes such essays as: "An Indian's view of Indian affairs," J. Young; "The new slavery in the South—an autobiography," A. Georgia Negro Peon; "Quebec to 'Little Canada': The coming of the French Canadians to New England in the Nineteenth century," I. Podes; "Jews in America," The Editors of Fortune; "The Polish-American community," W. Thomas and F. Znaniecki; and "White community and 'Yellow Peril,'" F. Matthews. Part four, "Ethnic minorities in contemporary America," in-

cludes five essays. A coda to this volume is the essay: "American Negro and Immigrant Experience: similarities and differences," J. Appel. (JM)

**ED 074 175** UD 013 342  
Lopreato, Joseph  
Italian Americans. Ethnic Groups in Comparative Perceptive Series.

Pub Date 70  
Note—215p.  
Available from—Random House, Inc., 501 Madison Avenue, New York, N.Y. 10022 (\$2.95)  
Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Acculturation, Crime, Ethnic Groups, \*Ethnic Relations, Ethnic Studies, Family (Sociological Unit), \*Immigrants, Income, Intermarriage, \*Italian Americans, Jobs, Religion, \*Social Change, Social Characteristics

The contents of this book are organized in seven chapters. Chapter one introduces this book as a study of the Italians in America—their cultural characteristics before migrating to the United States; their reasons for coming; the institutions they developed upon arrival; their problems of adjustment to the new society; their aspirations; their achievements. Chapter two focuses on the characteristics of the Italians who migrated to the United States and the reasons for their immigration. Chapter three discusses "Patterns of settlement." Chapter four focuses on the changes that have taken place in social institutions like the family and religion and have played a crucial role in the Italians' experiences in the U.S. Chapter five discusses another aspect of the assimilation process: the manner in which Italians as a group relate to other groups. Such phenomena as social acceptance or rejection, interethnic competition for jobs and space, intermarriage, and certain "pathological" responses, like crime, are analyzed. Chapter six, "Assimilation and Achievement," evaluates the degree to which Italians have adapted to American society and culture by their achievements with respect to education, jobs, and income. Chapter seven, "Conclusion," summarily discusses "processes of assimilation" and "responses to immigration." (Author/JM)

**ED 074 176** UD 013 343  
Burke, Richard M.

Racial Discrimination and Public Policy in the United States. Center on International Race Relations: Race and Nations Series.

Denver Univ., Colo. Center on International Race Relations.  
Pub Date 71  
Note—163p.

Available from—D. C. Heath & Co., 285 Columbus Avenue, Boston, Mass. 02116 (\$10.00)  
Document Not Available from EDRS.

Descriptors—Bias, Economic Factors, Negro History, \*Public Policy, Racial Attitudes, \*Racial Discrimination, Racial Segregation, \*Racism, Research Needs, \*Social Change, Social Factors, Social Sciences, Social Structure, \*United States History

On December 19, 1966, the General Assembly of the United Nations adopted a resolution dealing with racial discrimination and public policy sponsored by the United Nations Institute for Training and Research (UNITAR). The title of this resolution was "Guidelines for a Study of the Effectiveness of Policies and Measures Against Racial Discrimination." This study was to be done in several nations, and the Institute of Race Relations at the University of Denver was assigned by UNITAR the task of research in the U.S. This study will necessitate a monumental undertaking involving conceptualization, theory, and research. The purposes of this book are therefore rather limited and are to be taken as preliminary or exploratory: (1) to develop a theoretical perspective on the nature of discrimination and racial discrimination in particular; (2) to clarify the relationship of racial discrimination to such other concepts as racism, prejudice and segregation; (3) to summarize the patterns of racial discrimination against black Americans from 1619 to World War II; (4) to attempt to ascertain the extent to change in the patterns of racial discrimination and inequality between World War II and the present; (5) to attempt to ascertain what factors have produced these changes; and, (6) to itemize areas and problems for further research. (Author/JM)



ED 074 177 UD 013 367

Stone, James C., Ed. DeNevi, Donald P., Ed.  
Teaching Multi-Cultural Populations: Five  
Heritages.

Pub Date 71

Note—497p.

Available from—Van Nostrand Reinhold Co.,  
450 W. 33 St., New York, N.Y. 10001 (\$4.95)  
Document Not Available from EDRS.Descriptors—American Indians, Chinese Americans,  
Cultural Factors, \*Cultural Pluralism,  
Educational Needs, \*Educational Problems,  
\*Ethnic Groups, \*Ethnic Studies, Intergroup  
Relations, Japanese Americans, Mexican Americans,  
Negro Education, Puerto Ricans, Student  
Teacher Relationship, Teacher Education

This book is an attempt to help fill the tremendous gap that presently exists between teachers' will to become more skillful with multicultural student populations and the as-yet short supply of the quality materials they urgently need in order to do so. Its organizing principle is that, inasmuch as America is an immense living laboratory for interaction among diverse peoples, it ought to be possible to assemble a book that mirrors this plurality—in a way that will sensitize present and future teachers to the needs and the opportunities created by cultural pluralism in the classroom. Essays have been selected which provide information, realism, and insight. They are arranged under five headings corresponding to America's leading ethnic minorities: black, Puerto Rican, Mexican-American, American Indian, and Asian-American. It has been especially sought to present material which is pragmatically based rather than purely descriptive. In general, each cultural heritage is explored according to a scheme beginning with a broad cultural-historical view of the group; then narrowing to a more contemporary social and familial focus; and, finally moving with the child of this generation into the educational context of present-day American schools. An extensive appendix of further resources is included at the end of the volume. (Author/JM)

ED 074 178 UD 013 368

The Diminishing Barrier: A Report on School  
Desegregation in Nine Communities.

Commission on Civil Rights, Washington, D.C.

Pub Date Dec 72

Note—68p.; Clearinghouse publication 40

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (SN0500-0087, \$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Attitudes, \*Integration  
Effects, \*Integration Methods, Integration  
Plans, \*Parent Reaction, Racial Integration,  
\*School Integration, Student Attitudes,  
Teacher Attitudes, Transfer ProgramsIdentifiers—Florida, Illinois, North Carolina,  
Ohio, Pennsylvania

The main purpose of this study is to present documented facts concerning the operation of school desegregation in communities which are engaged in the process. The purpose of the Commission on Civil Rights is to identify problems which recur in school districts undergoing desegregation, and to describe how they have been met. Specifically, the Commission has been interested in learning how students of all races react to one another when they sit side by side in schools for the first time in their lives. It has also sought to learn how teachers react to students of other races and socioeconomic backgrounds as well as to teachers of other races. Why and to what extent does "white flight" occur? How have some school districts prepared for desegregation? What, if any, problems are created by busing? Of the nine communities investigated here, some are in the South and some in the North. Some are rural and others are heavily urban. Some are central cities and some suburbs. Some have been forced to desegregate by court order or the threat of fund termination by the Department of Health, Education, and Welfare. Others have undertaken to eliminate the dual school system on their own before being required to do so. Still others have sought to desegregate their schools simply because they felt it was the right thing to do. (Author/JM)

ED 074 179 UD 013 378

Chazan, Maurice, Ed.  
Compensatory Education.

Pub Date 73

Note—160p.

Available from—Butterworth & Co., Ltd., 88  
Kingsway, London WC2B6AB, England  
(\$9.10)

Document Not Available from EDRS.

Descriptors—\*Compensatory Education, Compensatory  
Education Programs, Culturally Disadvantaged,  
\*Curriculum Development, Disadvantaged Youth,  
Economically Disadvantaged, Educational Planning,  
Educational Policy, Preschool Children, \*Preschool Education,  
Primary Education, Program Content, Program  
Evaluation, \*Teacher Education

Identifiers—\*Great Britain

This book owes its origin to a symposium on "Compensatory Education" which took place at the 1970 Annual Conference of the British Psychological Society. The opening chapter discusses the complex concepts of "disadvantage," "deprivation," and "compensatory education," with illustrations from work carried out both in the U.S.A. and Israel. Next, H. L. Williams describes the National Foundation for Education Research's project in Compensatory Education for nursery school children—a project which raises important questions, among others, about the value of the traditional nursery school curriculum for disadvantaged children. P. Williams follows with an account of the Schools Council Research and Development Project in Compensatory Education based at the University College of Swansea, which is concerned with the needs of infant school children who are at risk because of maternal or cultural deprivation. The fourth contribution, by P. Widdlake, describes some aspects of the work carried out by Educational Priority Area Action Research Projects in several parts of the country. In the fifth contribution, G. Williams and D. Morton consider ways in which the education and training of teachers may be structured to help disadvantaged children. In the final paper, there is an attempt at distinguishing the most promising lines of action for the future. (Author/JM)

ED 074 180 UD 013 379

Peterson, Terrance

A Curriculum to Assist Parents to Become Advocates  
for Improved Title I, ESEA Programs  
and Other Related Programs.American Friends Service Committee, Columbia,  
S.C. South Carolina Community Relations Program.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Changing Attitudes,  
Compensatory Education Programs, \*Curriculum Development,  
Educational Attitudes, \*Parent Education, \*Parent Participation,  
\*Parent Workshops, Problem Solving, Program Administration,  
Program Planning, Self Concept, Thought Processes, TrainingIdentifiers—\*Elementary Secondary Education  
Act Title I, ESEA Title I, South Carolina

The purpose of this curriculum is to increase the skills and self confidence of 20 to 30 parents who reside in "economically disadvantaged" school districts to the extent that they will become more active in seeking improvements in the 1965 Elementary Secondary Education Act Title I and other compensatory education programs in their school and school district. The emphasis of the curriculum is to provide a setting where parents can assimilate the necessary background information about Title I and related programs. Of equal or even greater importance will be the processes of analysis, synthesis, and problem solving. Activities that improve self-concept are also very important. Learning activities and settings will, therefore, be provided to involve the participants in comparing, analyzing, and developing solutions to real problems. At least 20 parents who have children in a Title I, E.S.E.A. program will be recruited. Five will be on the Title I Council to participate in the training program in the selected school district(s). Workshops will be organized and publicized. The workshop program will be organized in six modules. The training modules can be used in any school district where parents request them. (Author/JM)

ED 074 181 UD 013 382

College Adapter Program Orientation and Assessment.  
Manpower Education Monograph Series,  
Volume I.Higher Education Development Fund, New York,  
N.Y.

Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Pub Date 31 Jul 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Preparation, Dropouts,  
Educational Diagnosis, High School Graduates,  
Inner City, \*Manpower Development, \*Orientation,  
Orientation Materials, \*Post Secondary Education,  
Secondary Education, \*Student Evaluation, Technical Occupations,  
Vocational EducationIdentifiers—CAP, \*College Adapter Program,  
New York City

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Orientation monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for a successful orientation. The primary purpose of the Orientation Monograph is to present both the method through which orientation definitions were formulated at CAP, and the models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for a successful orientation are presented here: determining orientation purposes; preparing for the program; designing and achieving course objectives; and, scheduling the program. The Assessment monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for an effective evaluation program. The primary purpose of the Assessment monograph is to present some practical suggestions for methods to design a comprehensive testing program, which have proven successful in CAP and can be adapted to other programs. (Author/JM)

ED 074 182 UD 013 383

College Adapter Program Curriculum Design.  
Manpower Education Monograph Series,  
Volume II.Higher Education Development Fund, New York,  
N.Y.Spons Agency—Manpower Administration  
(DOL), Washington, D.C.

Pub Date 31 Jul 72

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*College Preparation, Course Objectives,  
\*Curriculum Development, \*Curriculum Guides, Dropouts, High School Graduates,  
Inner City, Instructional Materials, \*Manpower Development, \*Post Secondary Education,  
Secondary Education, Technical Occupations,  
Vocational EducationIdentifiers—CAP, \*College Adapter Program,  
New York City

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Curriculum Design monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for inclusive and effective curriculum design. The primary purpose of the Curriculum Design monograph is to present some practical suggestions for methods to design a comprehensive curriculum, all of which have proven successful in CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for adequate curriculum design are presented here: purposes of a syllabus of instruction; arrangement of topics in a course plan; ways of devising course skill objectives; selection and utilization of materials; utilization of homework assignments, testing, and grades; and, selection of skill objectives for language arts, mathematics, science, and elective courses. Practical suggestions are followed by a text that offers explanation and/or examples. Appendices of sample syllabi for several courses and annotated bibliographies by subject areas are also provided. (Author/JM)

ED 074 183 UD 013 384

College Adapter Program Tutoring Center and High School Equivalency Preparation.  
Manpower Education Monograph Series, Volume III.



Higher Education Development Fund, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 31 Jul 72

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Preparation, Dropouts, \*Equivalency Tests, High School Graduates, Inner City, \*Manpower Development, \*Post Secondary Education, Secondary Education, \*Study Centers, Technical Occupations, Tutorial Programs, Vocational Education  
Identifiers—CAP, \*College Adapter Program, New York City

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Tutoring Center monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for a comprehensive tutoring center. The primary purpose of the Tutoring Center monograph is to present some practical suggestions for methods to design an inclusive tutoring center, all of which have proven successful at CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for an effective tutoring center are presented here: the definition and purposes of a tutoring center; selection and categorization of materials; use of materials; selection and utilization of staff; scheduling of student progress; evaluation of a tutoring center's operation; and, the design and use of a library. The High School Equivalency Preparation monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for effective high school General Equivalency Diploma preparation. An annotated bibliography and factual data regarding the high school equivalency examination are appended. (Author/JM)

ED 074 184 UD 013 385

Administration and Counseling. Manpower Education Monograph Series, Volume IV.

Higher Education Development Fund, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 31 Jul 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Preparation, Dropouts, Educational Administration, Guidance Programs, High School Graduates, Inner City, \*Manpower Development, \*Post High School Guidance, \*Post Secondary Education, \*Program Administration, Secondary Education, Technical Occupations, Vocational Education  
Identifiers—CAP, \*College Adapter Program, New York City

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Administration monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for an efficient administrative effort. The primary purpose of the Administration monograph is to present some practical suggestions for methods to develop a viable administration, all of which have proven in CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are important for an effective administration are presented here: an operational overview; structuring staff responsibilities; hiring teaching staff; providing for responsive changes; proportioning time to courses; and, setting up weekly schedules of training. The Counseling monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for an effective counseling program. The primary purpose of the Counseling monograph is to present some practical suggestions for methods to design a comprehensive counseling program, all of which have proven successful in CAP, and considerations that can be adapted to other programs. Sample student schedules and at-

tendance and progress sheets are included. (Author/JM)

ED 074 185 UD 013 386

Friedman, Philip Friedman, Harvey  
Frequency and Types of Teacher Reinforcement Given to Lower and Middle Class Students.

Pub Date Feb 73

Note—17p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, Caucasian Students, Classroom Observation Techniques, \*Elementary School Students, \*Elementary School Teachers, Females, Interaction Process Analysis, Lower Class, Positive Reinforcement, \*Social Reinforcement, \*Socioeconomic Background, Student Behavior, \*Student Teacher Relationship, Teacher Behavior

The purpose of this study was to collect normative data on the reinforcement repertoires of teachers while interacting with lower and middle class students. Previous research suggests that the closer the values and social goals of students and their teachers, the more likely that positive classroom interaction would occur. It was therefore hypothesized that middle class teachers would positively reinforce their middle class students more frequently than their lower class students. Because social class groups respond differently to various kinds of reinforcement, it was hypothesized that those reinforcers which prove most effective for each group would, in time, be recognized and employed by the teachers. Hence, it was expected that verbal reinforcers would be observed more often with middle class students, and non-verbal reinforcers with lower class students. Schedules of teacher reinforcement for lower and middle class, white students were recorded with a systematic observational technique, the Teacher Reinforcement Schedule. Twenty minutes of recordings were made by six observers within each of 24 fifth and sixth grade classes. At both grade levels, classes were equally divided into those with predominantly lower or middle class students. Significantly more total reinforcements were given to middle than to lower class children. (Author/JM)

ED 074 186 UD 013 390

Wozny, Cecilia D. Cox, David L.  
The Effects of Culture and Education on the Acquisition of Formal Operational Thinking.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J.

Pub Date Feb 73

Note—14p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Development, Cognitive Processes, Cultural Factors, Educational Background, Educational Diagnosis, Logical Thinking, \*Migrant Youth, Problem Solving, \*Puerto Ricans, Sex Differences, Spanish Speaking, \*Suburban Youth, Testing Problems, \*Thought Processes, Verbal Development

This study was designed to investigate the role of culture and education in the development of formal operational thought, by comparing the results achieved by suburban American youths, American educated youths who were recent migrants, and youths who had been educated in Puerto Rico. It was hypothesized that the suburban youths and Puerto Rican youths would develop formal thought before the American educated Puerto Ricans. Three groups of subjects were selected on the basis of culture and education. Their ages ranged from 12 to 18 years, five males and five females being tested at each age level. Subjects performed four Piagetian tasks: the balance bar, the pendulum of the floating objects task, and interpretation of proverbs. Subjects were tested individually and interviews were recorded on tape. Each subject had opportunity to use Spanish if he preferred to do so. When considering the three manipulative tasks together, the ability to give two out of three answers at formal level placed subjects in the formal category. The age at which 60 percent of a group were operating at formal level was considered the age of onset of formal operations for that group. Suburban youths achieved full formal thought by age 12-13. The same level was achieved by age 14-15 for the American educated Puerto Rican group. The Puerto Rican educated group reached this level at age 16-17. (Author/JM)

ED 074 187

UD 013 418

Kim, Sung And Others

The Process of Funds Allocation Under Title I of the Elementary and Secondary Education Act of 1965. Second Interim Report.

National Bureau of Standards (DOC), Washington, D.C. Technical Analysis Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Mar 73

Contract—OEC-0-71-2859

Note—165p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Compensatory Education Programs, Depressed Areas (Geographic), Disadvantaged Youth, Economically Disadvantaged, \*Educational Finance, Educational Needs, \*Educational Resources, Expenditure Per Student, Financial Needs, \*Grants, \*Resource Allocations, Student Distribution

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

This study is derived from the Congressional mandate for a study of the various provisions involved with the 1965 Elementary Secondary Education Act Title I grant determination and distribution process. The description of Title I provisions emphasizes the process relating to the allocation of funds for local educational agencies (LEA's). The maximum LEA grant is described as the product of the number of eligible children and the amount of the basic grant per child; the allocation actually received by the LEA; however, results from the application of a procedure that reduces the amount of all entitlements to a sum that can be covered by the appropriation. The practical problems of identifying and counting the eligible children for annual grant determination are defined. These include attempting to maintain a comprehensive, accurate, and up-to-date data base. In addition, some of the issues associated with the selection of an appropriate grant per child are mentioned. These include whether the basic grants should reflect regional differences in the cost of education and/or whether they should be adjusted for areas with special needs, e.g., high concentrations of eligible children. Consideration of alternative possibilities suggests that the present enumeration of eligibles can be improved by using the so-called Orphan-sky poverty data from the 1970 census. ("Appendix C" is poor in legibility) (Author/JM)

ED 074 188

UD 013 419

Meyers, Edna O.

Search for Preventive Approaches: Developing Cognitive Skills in a High Risk Community as a Deterrent to Maladaptive Behavior.

Northside Center for Child Development, New York, N.Y.

Spons Agency—Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Pub Date Dec 71

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Cognitive Development, Disadvantaged Youth, Elementary School Students, \*Intervention, Negro Students, \*Paraprofessional School Personnel, \*Parent Participation, Parent Student Relationship, Self Esteem, Socially Deviant Behavior, Spanish Speaking, \*Student Adjustment, Student Behavior, Student School Relationship, Urban Population

Identifiers—New York City

Project Search for Preventive Approaches hypothesized that the development of cognitive competence in adults and in youngsters, using non-curriculum-oriented materials, and deriving pleasure from an intellectual experience, could be posited as a necessary prerequisite for preventing or curbing maladaptive behavior in the ghetto child, and helplessness and feelings of inadequacy on the part of those responsible for this child's continuing growth. Towards this end, a program was initiated in the form of "Think" Workshops and was held in five schools in East Harlem and Harlem. Attending in the second year of the project were over 60 adults. Some were mothers who worked with their own children at home; others were paraprofessionals who trained their own children as well as a comparable group in the school setting. Another group of paraprofessionals worked only with children in school. In all, over 150 subjects were involved in this study, 100 of them in the past year. Results indicated

that statistically significant gains occurred in the cognitive competence of both the adults attending the workshops and the youngsters trained by these adults. In the area of self-esteem, it was found that statistically significant gains in social competence by the adults led to a statistically significant lessening of respect for authority by this same population. [Most of the appendices are poor in legibility.] (Author/JM)

ED 074 189

UD 013 421

Tallmadge, G. Kasten

**An Analysis of the Relationship Between Reading and Mathematics Achievement Gains and Per-pupil Expenditures in California Title I Projects, Fiscal Year 1972. Final Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-35100-3-73-FR

Pub Date Mar 73

Contract—OEC-0-72-5179

Note—46p.

Available from—American Institutes for Research in the Behavioral Sciences, Box 1113, Palo Alto, Calif. 94302 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*Achievement Gains, \*Compensatory Education Programs, Cost Effectiveness, \*Expenditure Per Student, Mathematics, \*Program Evaluation, Reading Programs, Research Methodology, School District Spending, State Surveys, Statistical Analysis

Identifiers—\*California, Elementary Secondary Education Act Title I, ESEA Title I

The objective of this study of California projects, funded under Title I of the 1965 Elementary Secondary Education Act, was to shed additional light on the cost-benefit and "critical mass" issues which are central to today's compensatory education planning and policy making. It covers reading and math programs in grades one through twelve. The study sample included all schools in California which reported both achievement gains and expenditures. The data analysis utilized statistical controls such as the removal of the effects of regular per-pupil expenditures when the impact of supplementary expenditures was assessed. Saturated schools—those with 75 percent or more of the pupils eligible for Title I participation—were found to differ significantly from unsaturated schools with the latter showing greater gains in both reading and math and greater Title I per-pupil expenditures. Within the unsaturated schools, however, there was no relationship between achievement gains in either reading or math and any combination of regular and supplementary expenditures. In saturated schools, a significant relationship was found between achievement gains and Title I per-pupil expenditures for reading but not for math. The expenditure differences accounted for about ten percent of the variation in achievement. (Author/JM)

ED 074 190

UD 013 422

Hill, Robert B.

**The Strengths of Black Families.**

National Urban League, Inc., New York, N.Y.

Pub Date 71

Note—91p.

Available from—Emerson Hall Publishers, Inc., 209 W. 97 Street, New York, N.Y. 10025 (\$1.95)

**Document Not Available from EDRS.**

Descriptors—Achievement Need, Child Care, Family Characteristics, Family Life, Family Problems, \*Family Resources, \*Family Role, \*Family Structure, Goal Orientation, Grandparents, \*Negro Institutions, Negro Mothers, Religious Factors, \*Social Adjustment, Work Attitudes

This report identifies and analyzes five strengths of black families: adaptability roles, strong kinship bonds, strong work orientation, strong religious orientation, and achievement orientation. These five characteristics have been functional for the survival, advancement, and stability of black families. Most discussions of black families tend to focus on indicators of instability and weakness. This preoccupation with pathology in most research on black families has obscured some fruitful avenues of investigation. It is here contended that examining the strengths of black

families can contribute as much towards understanding and ameliorating social problems as examining their weaknesses. If, as most scholars agree, there is a need to strengthen black families, then a first-order priority should be the identification of presently-existing strengths and resources. The National Urban League recognized this need three years ago when it issued a position statement on black families based on the work of Dr. Andrew Billingsley. Among the major findings from this report is that, contrary to the widespread belief in a "matriarchy" among blacks, most black families, whether low-income or not, are characterized by an equalitarian pattern in which neither spouse dominates, but shares decision-making and the performance of expected tasks. (Author/JM)

ED 074 191

UD 013 424

Zirkel, Perry Alan

**A Sociolinguistic Survey of Puerto Rican Parents in Connecticut.**

Pub Date 31 May 73

Note—32p.; Paper presented at the American Orthopsychiatric Association annual meeting (15th, New York, N.Y., May 31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, Educational Background, Elementary School Students, Family Background, Family Influence, \*Geographic Distribution, Language Proficiency, \*Occupations, Parent Attitudes, \*Parent Education, Parent Role, \*Puerto Ricans, \*Sociolinguistics, State Surveys

Identifiers—Connecticut

The purpose of this study was to develop a data base concerning the home background of Puerto Rican pupils as it relates to present and potential educational progress. Specifically, the study was designed to secure and summarize systematic data concerning the following factors: (1) the educational level of the parents and their educational aspirations and expectations for their children; (2) the occupational level of the parents and their occupational aspirations for their children; (3) the parents' geographical origin and orientation; (4) the language proficiency and dominance of key family members with regard to Spanish and English; (5) the parents' attitudes toward bilingualism and bilingual/bicultural education; and (6) the parents' interest in education in general. The subjects of the study were 218 Puerto Rican families having children in the public schools of two large cities in Connecticut. The instrument utilized was a structured interview schedule developed by the author for the purpose of the study. The instrument, available in parallel English and Spanish forms, consists of 47 items dealing with parental perceptions and family background factors relating to the education of Spanish-speaking students. The instrument was administered on an individual basis in home interviews conducted by a team of bilingual educators. (Author/JM)

ED 074 192

UD 013 425

Melendrez, Gilbert And Others

**A Proposed Model for PSDS Admissions. Technical Report Number 15.**

Claremont Center for Educational Opportunity, Calif.

Report No.—PSDS-TR-15

Pub Date Jan 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Admission Criteria, College Admission, College Bound Students, \*College Placement, \*College Preparation, College Programs, \*Compensatory Education Programs, Culturally Disadvantaged, Educationally Disadvantaged, Higher Education, High School Graduates, \*High School Students, Post Secondary Education, Socially Disadvantaged

Identifiers—California

The purpose of the Program of Special Directed Studies (PSDS) is: (1) to identify a group of secondary school seniors and recent graduates with marked intellectual ability and potential for academic attainment whose achievement, as measured by standard tests and school records, is inadequate to secure admission to degree programs at accredited and selective colleges and universities; and (2) to prepare a selected group of such students, by a two year program of carefully planned and supervised studies, to move into a standard degree program at an appropriate level and successfully to complete

it. The population from which PSDS students are to be selected is defined by two criteria: (1) that they do not have a record of academic achievement adequate enough to secure admission by traditional criteria to a degree program at a selective college or university; and (2) that the main reason for this lack of achievement be due to a cultural or social disadvantage. This report is an attempt to discuss and to define these terms, to provide a model for admissions based upon them, and to evaluate past admissions procedures with respect to this model. Since the two criteria given above define a potential student population much larger than the number of students the program can accept, an attempt is also made to set up criteria for selecting specific sub-groups of the defined population in an objective manner. (Author/JM)

ED 074 193

UD 013 436

Sedlack, William E. Brooks, Glenwood C., Jr.

**Racism in the Public Schools: A Model for Change.**

Maryland Univ., College Park. Cultural Study Center.

Report No.—CSC-RR-1-73

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Administrator Education, \*Changing Attitudes, Conferences, \*Consultation Programs, Educational Administration, Educational Change, \*Public Schools, Race Relations, \*Racial Attitudes, Racism, Rural School Systems, \*School Integration, Social Change, Suburban Schools

Identifiers—\*Maryland

As many interracial problems and issues are focused upon in the general society and in the education system, increasing numbers of counselors, educators, personnel workers, and the like, are being called upon to provide assistance. The Cultural Study Center at the UNIVERSITY OF Maryland, College Park, has developed an approach to working with racism in educational institutions which may prove useful to others attempting change in this area. The model is aimed primarily at changing whites or white oriented institutions. In order to demonstrate the model, the approach used in two different Maryland school systems is discussed and evaluated. One program was conducted for a large suburban system, with more than 160,000 students enrolled, which had had many racial incidents and problems over the years, and was expecting a court ordered desegregation plan to go into effect shortly after the conference was held. A two day conference for 91 key central office staff and supervisors was held. The second conference, lasting for two and one half days, was held for 36 principals, vice principals, and some central office staff of a small, primarily rural system with 17,000 students. This system was just beginning to have increasing numbers of blacks enrolled in their schools as a city's suburbs pushed outward, and had had the beginnings of relatively mild confrontations between blacks and whites. (Author/JM)

ED 074 194

UD 013 437

Mills, Nicolaus C.

**Community Control in Perspective. IRCD Bulletin, Volume 8, Number 5, November 1972.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catholics, \*Community Control, Disadvantaged Youth, \*Educational History, Educational Needs, Educational Policy, \*Ethnic Groups, Immigrants, Italian Americans, Jews, Political Issues, School Community Relationship, Transient Children, \*Urban Schools

Identifiers—\*New York City

A lunch program on the Lower East Side with kosher meals for Jewish children and Italian meals for Italian children and a health program in which visits to students' homes are a regular service are a small part of the efforts made 50 and 100 years ago to meet the needs of New York City's immigrant school children. The implications of such a picture are very relevant to the present. They suggest a far different perspective on community control than we generally assume: a perspective in which current demands for communi-



ty control, especially on the part of black and Puerto Rican parents, may be seen as an extension of, rather than an exception to, those voiced by urban minorities in the past. The scope and variety of past demands for community-controlled schools in New York City are especially visible in the actions of three groups: Irish Catholics in the 1840's; Jews in the period surrounding the turn of the century; and, Italians in the middle 1930's and early 1940's. In the Irish, Jewish, and Italian communities in which such community and educational leaders as Bishop John Hughes, Julia Richman and Leonard Covello worked, the idea of a community-oriented school struck a vital nerve. When we look at these communities in perspective, we find interest in virtually every community-control issue—from food to curriculum—which we now debate. (Author/JM)

**ED 074 195** UD 013 440

Hutchins, Robert C.

**"Attitudes of Male Gang Members Related to Innovative Education."**

Pennsylvania State Univ., University Park. Div. of Education Policy Studies.

Pub Date Feb 73

Note—28p.; Paper presented at the American Educational Research Association annual meeting (New Orleans, La., February 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Changing Attitudes, \*Educational Attitudes, Educational Change, Family Attitudes, High Schools, \*High School Students, \*Juvenile Gangs, Peer Groups, Political Attitudes, Self Concept, \*Social Attitudes, Socialization, \*Student Attitudes

Identifiers—Pennsylvania, Philadelphia Parkway Program

The purpose of this study was to determine the attitudes of known male gang members attending an innovative high school—the Philadelphia Parkway Program—toward the major socializing institutions of our society: schools, government (law enforcement), family, peers, and themselves. The study was also intended to determine the extent to which known male gang members, who attend an innovative high school, differ significantly in their attitudes over a period of time from each other and from known male gang members who attend one of the traditional high schools in Philadelphia, Pennsylvania. Many Philadelphia schools at the secondary level are plagued with the problem of a high degree of disruptive pupil activity. This activity affects the entire educational program within these schools and also the safety of students as they move to and from school. Much of this disruptive activity has been attributed to boys who are known to belong to subgroups called gangs. Parents, students, teachers, administrators, and members of the community at large are concerned with increasing gang activity and its consequences for school programs and the larger community in general. The search for solutions has led many large school systems to explore the role of alternative schools in the educating of alienated youth. (Author/JM)

**ED 074 196** UD 013 441

Dimas, Chris

**The Effect of Motion Pictures Portraying Black Models on the Self-Concept of Black Elementary Students.**

Pub Date 27 Feb 73

Note—26p.; Paper presented at the American Educational Research Association meeting (New Orleans, La., February 27, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Changing Attitudes, Disadvantaged Youth, Economically Disadvantaged, \*Elementary School Students, Films, \*Identification (Psychological), Imitation, Inner City, Intervention, \*Models, \*Negro Students, Observational Learning, Psychological Tests, \*Self Concept, Socialization

The purpose of this study was to determine the effects of motion pictures utilizing black models on the self-concept of black fourth and sixth grade students; that perhaps, mediated black models may be effective in bringing about a more positive self-concept among black students. The design of this study was of the post-test form only. This was done in order to control for the effects of testing. The sample for this study consisted of all the black students in the fourth and sixth grades located in three eastern inner-city schools. The population of the three schools included grades kindergarten through six, which

were comprised of 67 percent black and 33 percent white students. All three schools were receiving aid under Title I of the Elementary Secondary Education Act. Included in the fourth grade sample were 74 experimental and 63 control subjects. The sixth grade sample was comprised of 66 experimental and 51 control subjects. The experimental data consisted of the raw scores on the Self-Social Symbol Tasks and the Children's Self-Concept Scale. The experimental group viewed materials which consisted of commercially available segments of 16 mm. motion picture films portraying persons who can be viewed as positive black models. The treatment spanned the period of approximately one hour. Instruments used in this study were administered by means of an audio tape recorder and prepared overhead transparencies. (Author/JM)

**ED 074 197** UD 013 442

Meissner, Judith A.

**The Comprehension and Communication of Relational Concepts by Inner-City Children.**

Pub Date Feb 73

Note—14p.; Paper presented at the American Educational Association annual meeting, New Orleans, La., February 1973, and based on sections of Ph.D. thesis at Teachers College, Columbia University, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cognitive Processes, Communication Problems, \*Concept Teaching, Disadvantaged Youth, Economically Disadvantaged, \*Elementary School Students, Fundamental Concepts, Inner City, Linguistic Competence, \*Listening Comprehension, Negro Dialects, \*Negro Students, Relationship, \*Verbal Communication

Identifiers—New York City

This study used a variation of the two-child communication situation in order to determine in what way, and how successfully, a small set of school-related relational concepts would be communicated by inner-city elementary school black children. Included for comparative purposes was a test of comprehension of the standard version of the concepts. Finally, a qualitative analysis of the language and questioning behavior that occurred in the two-child communication task was also made. Subjects of the study included 54 second grade and 38 fourth grade black children from an economically-depressed inner-city area of New York City. All subjects were native speakers of English. The results indicate that no special "black dialect" way of expressing basic relational concepts by elementary school children emerged from the two-child communication task, although grammatical forms of black dialect were occasionally observed. This finding would seem to indicate that there is no well-defined group of nonstandard concept rules to be used by classroom teachers in helping their black elementary school students "learn" basic concepts. Comprehension and production of basic concepts are apparently not tasks of equal difficulty for black elementary school children. Thus, children often may appear to understand what is being said, but may not be able to say it for themselves or communicate it to others. (Author/JM)

**ED 074 198** UD 013 443

Quie, Albert H.

**A New Approach to the Education of the Disadvantaged.**

Pub Date 24 Feb 73

Note—22p.; Speech presented to American Association of Colleges for Teacher Education (Chicago, Ill., February 24, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Compensatory Education Programs, \*Criterion Referenced Tests, \*Educational Diagnosis, Educational Needs, Educational Policy, Educational Resources, \*Federal Aid, Federal Government, Policy Formation, Program Administration, Public Policy, \*Resource Allocations, School Districts

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

Many children who need Title I, Elementary Secondary Education Act services are not getting them in many States because the distribution formula assigns Federal aid on the basis of figures which measure a poor substitute for educational need and then compounds the error by using 14 year old figures. That means that a State is still getting money for a low income child who was in the first grade during the 1960 census and who

now has graduated from high school, completed two years of junior college, married, found a job, and is expecting his or her first child. It is fundamentally wrong to continue to aid districts who have long ago lost many of the children whom we have pretended they are serving. Why not actually distribute funds on the basis of actual educational need if that is the condition we are attempting to treat? If we move from a level of income distribution to a level of educational need distribution, I believe we will build a stronger program with a larger constituency and with a better chance of actually showing positive results. It is proposed that a relatively new type of test is administered, the criterion referenced test, to a scientifically drawn national sample. That sample could be used to establish relative needs among the States. Through the use of criterion referenced tests one can best escape the onus of comparing the level of achievement of one child and one school against another. (Author/JM)

**ED 074 199** UD 013 444

Roth, John

**West Indians in Toronto: the Students and the Schools, Project Number 2.**

York Borough Board of Education, Toronto (Ontario).

Pub Date Mar 73

Note—73p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Acculturation, Cultural Factors, Culture Conflict, Educational Problems, Employer Employee Relationship, Employment Problems, \*Immigrants, \*Migrant Child Education, Social Factors, Student Adjustment, \*Student School Relationship, Student Teacher Relationship, Test Bias

Identifiers—\*Canada, West Indies

The purpose of this study is to explore some of the cultural similarities and differences between West Indian immigrants and other Canadians. In particular, the accent is on providing information that will, hopefully, be of use to school teachers trying to understand the problems West Indian pupils face in the Canadian school system. The contents of the report on this study are organized in seven chapters, as follows: (1) "Why West Indians?" comprising discussions of the purpose and limitations of the study; (2) "West Indian Society," including discussions of the topics of the community and the family, education, language, religion, emigration, and immigration; (3) "The Immigrant," including discussions concerning expectations, the actuality—the reception by the Natives, status reduction, family stresses—including working women, education, and the immigrant child caught in the middle; (4) "The Natives," which discusses "their general reaction," and employers and fellow employees; (5) "The Immigrant Child and the School," including discussions of educational level, academic evaluation, and cultural bias in tests; (6) "Language and West Indian Immigrants to Canada," which includes discussions of dialect and standard English, and misunderstandings; and (7) "The Issue of Integration," which discusses such topics as the child, the parents, and fostering integration. (JM)

**ED 074 200** UD 013 445

Baldauf, Richard B., Jr. Dunn-Rankin, Peter

**A Progress Report on a Plan for Curriculum Assessment in American Samoa.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [Nov 72]

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, \*Curriculum Evaluation, Disadvantaged Youth, Educational Diagnosis, Educationally Disadvantaged, Educational Needs, Educational Testing, Elementary School Curriculum, Evaluation Needs, Item Analysis, \*Reading Tests, \*Science Tests, \*Test Construction

Identifiers—\*American Samoa

The plan calls for a six stage development process. Stages one and two represent a needs assessment for testing, in which the target population and general subject areas to be assessed are determined. The remaining four stages are performed for each test developed. They include: item pool development, item filtering at the technical and lay levels, and actual test performance by item. The plan for test development



is based on two assumptions: (1) that with all the tests that have been developed over the years, there are many good or modifiably good items available in most assessment areas; and (2) it is easier for people to select items relevant to a curriculum and culture than it is for them to write such items. In order to assess the testing needs in the Department of Education, leading members of the administration were interviewed and asked to rate the importance of assessing the various subject matter areas. In addition, they were asked to indicate at what grade levels such assessment should take place. Based on this information and item availability, a minimal test construction program was adopted for the 1972-73 school year to test the model. It consisted of creating assessment instruments in English reading and science at the sixth and ninth grade levels. This program was begun in October 1972. A similar development program is planned in other areas over the next two years. (Author/JM)

**ED 074 201** UD 013 446  
Project Outreach for Optimum Growth of Alienated Youth Who Reject School. Continuation Application, Dropout Prevention Program, 1972-73.

Sheridan School District 2, Englewood, Colo.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 15 Mar 72  
Grant—OEG-98-00155

Note—191p.  
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Compensatory Education Programs, Dropout Prevention, \*Dropout Programs, Dropout Rehabilitation, Educational Administration, Educational Change, \*Inservice Teacher Education, Program Proposals, \*Pupil Personnel Services, Secondary School Students, Self Concept, \*Student Alienation  
Identifiers—Colorado, \*Elementary Secondary Education Act Title VIII, ESEA Title VIII, Project Outreach

Project Outreach, funded under Title VIII of Public Law 90 - 247, is designed to introduce basic and widespread changes in Sheridan School District organization, curriculum offerings, pupil services, and teacher training. By concentrating on meeting the total needs of all students, most specifically alienated youth who are potential dropouts and youth who have already rejected school, this project will demonstrate, develop, and disseminate a new system that will provide relevant and meaningful educational experiences. The second program year will place special focus on: a vigorous staff training component; revised and reorganized high school and middle school components; and, improved pupil personnel services. Six program components have been developed: The Outreach Center component is providing services to hard core dropouts, who have dropped out or have for all practical purposes ceased to operate in any way within the present system. The Middle School, High School, and Pupil Personnel Services components are modifying present practices, and developing improved self concepts. The Staff Training component will provide in-depth training to the project staff and key personnel within the system. The Project Management component will plan and control all aspects of the total program in relationship to variables of time, cost, and performance. (Author/JM)

**ED 074 202** UD 013 448  
Handbook on Performance Objectives: Title I, Elementary and Secondary Education Act of 1965.

Office of Education (DHEW), Washington, D.C.  
Div. of Compensatory Education.

Report No.—DHEW-OE-73-07103  
Pub Date 73

Note—42p.  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Performance, Compensatory Education Programs, \*Educational Objectives, Federal Programs, Performance Criteria, Performance Factors, Performance Specifications, Program Design, Program Development, \*Program Evaluation, Program Guides, Program Planning, \*Program Proposals, Writing Skills

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

The Division of Compensatory Education, Program Support Branch of the Bureau of Elementary and Secondary Education, Department of Health, Education, and Welfare, Office of Education, has prepared this handbook to assist in developing skills in performance objective development for Title I programs. This handbook develops the concepts and skills necessary to analyze and write performance objectives. The five chapters of this handbook discuss legal requirements, program development processes, target populations, performance objectives, and end-product evaluation and performance objectives. An Appendix includes exercises pertinent to each chapter, a schematic representation of the program development process, and an outline of the text for writing performance objectives. Exercises and examples related to Title I are included in the handbook, using techniques that provide for continuous self-evaluation of the skills of performance objective writing. Use of this handbook does not insure that project personnel will become experts, but they are expected to understand performance objectives sufficiently to write them in project applications. (Author/JM)

**ED 074 203** UD 013 473  
Analysis of Atlanta Compromise School Desegregation Plan.

Research Atlanta, Inc., Ga.  
Pub Date 18 Mar 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, Elementary Schools, \*Integration Litigation, Integration Methods, \*Integration Plans, Integration Studies, Racial Balance, \*Racial Integration, \*School Integration, School Systems, Secondary Schools, Student Transportation, Transfer Programs, \*Urban Schools

Identifiers—Atlanta, \*Georgia

On February 22, 1973, attorneys for the National Association for the Advancement of Colored People and the Atlanta Board of Education filed a compromise desegregation plan with the U.S. District Court for the Northern District of Georgia. If the Court approves, this compromise will constitute the final desegregation plan for the Atlanta Public Schools under court cases of *Calhoun v. Cook*. However, the case will remain open for two reasons: (1) provisions of the settlement require monitoring of the school system's compliance with the terms of the compromise for the next three years; and (2) certain aspects of the case were consolidated with the metropolitan school desegregation suit (*Armour v. Nix*), which requests a desegregation plan that will include all students in the nine metropolitan Atlanta area school systems. This case is still pending in the U.S. District Court in Atlanta, awaiting action by the U.S. Supreme Court in a similar case involving the metropolitan Richmond, Virginia schools. The compromise plan would increase the number of students in desegregated schools in Atlanta from 27,239 to 38,718. Under this plan, approximately 59,000 students, virtually all black, will remain in segregated schools. The plan would increase the number of desegregated schools in Atlanta from 47 to 64. The other 83 schools in the system would be segregated black. (Author/JM)

**ED 074 204** UD 013 474  
West, Paul And Others  
School Desegregation in Metro Atlanta, 1954-1973.

Research Atlanta, Inc., Ga.  
Pub Date Feb 73

Note—65p.

Available from—Research Atlanta, 52 Fairlie St., N.W., Atlanta, Ga. 30303 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Schools, \*Integration Effects, Integration Litigation, Integration Methods, Integration Plans, \*Integration Studies, Racial Balance, \*Racial Integration, \*School Integration, School Systems, Secondary Schools, Student Transportation, Transfer Programs, \*Urban Schools

Identifiers—Atlanta, \*Georgia

This research is intended to be a factual analysis of desegregation data. Section I contains historical information on school desegregation in Metro Atlanta. Included are details of the various school desegregation suits as well as information concerning the extent of desegregation in the City of Atlanta school system and the racial com-

position of Metro-area school systems over the past twenty years. Section II is an analysis of desegregation in Metro Atlanta schools for the 1972-73 school year. Included in this section are maps showing the location and court-designated racial status of all public elementary and secondary schools in Metro Atlanta. Summary tables give comparative data on enrollment, racial composition, extent of desegregation, and student transportation for all of the school systems in Metro Atlanta. In Section III information on private school enrollment and racial composition is presented for Metro Atlanta. Comparisons to public school enrollment and information on future expansion potential of area private schools are also included. In the appendix of this report, an analysis of the two current desegregation plans (National Association for the Advancement of Colored People and the Atlanta School Board) for the Atlanta school system is presented. (Author/JM)

## VT

**ED 074 205** VT 015 826

Space Age Cooperative Education (Project SPACE). Final Report.

Education Collaborative for Greater Boston, Cambridge, Mass.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date 15 Feb 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, \*Cooperative Education, Cooperative Programs, \*Educational Programs, Employment Programs, Experimental Programs, \*Industry, School Industry Relationship, Vocational Development, Vocational Education, \*Work Experience Programs, \*Youth Employment, Youth Opportunities

Identifiers—Boston, \*Project SPACE

Summarized in this report are the developmental tasks and accomplishments of Project SPACE. An experimental program in cooperative vocational education, SPACE was devised by EdCo, an educational collaborative of seven Boston area school systems, for the purpose of offering potential dropouts in the vicinity an alternative form of education: going to school in an industrial setting. SPACE's uniqueness lies in the fact that its 45 students receive both academic instruction and work experience in an interrelated manner. Instruction in course content is given during the morning hours while work experience is an evening event. The teacher-pupil ratio and free atmosphere prevalent in the environment allows for the special tutoring of slow students and the carrying out of independent activities by other more advanced pupils. The involvement of teachers with students does not stop in the classroom but overlaps to the work arena. SPACE is not without problems; in fact it has many, some of which are: (1) finding other sources for expanding the project should the enrollment increase, and (2) finding support should the present aid be curtailed. (SN)

**ED 074 206** VT 017 437

Gorman, Anna M., Ed. Clark, Joseph F., Ed.  
Implications of Career Education for Teachers' Preparation.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LT-Ser-38

Pub Date Mar 73

Note—259p.; Presentations of the Annual National Vocational and Technical Teacher Education Seminar (6th, Columbus, Ohio, October 23-26, 1972)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Career Education, \*Conference Reports, Counselor Role, \*Educational Change, Information Systems, Inservice Teacher Education, Models, Occupational Clusters, Occupational Information, Speeches, \*Teacher Education, Teacher Role

This publication contains the papers presented during a 4-day teacher education seminar. The papers are: (1) "Rationale for Career Education" by R.N. Evans and G. McClosky, (2) "The Con-

text of Career Education" by K. Goldhammer, (3) "Career Education Tenets" by A. J. Miller, (4) "Employer-Based Career Education: The RBS Model" by L. M. Maguire and J. A. Connally, (5) "Potential Changes in Teacher Roles" by C. Dixon, (6) "Potential Changes in the Role of a Secondary Teacher" by O. L. Seaman, (7) "Possible Changes in the Professional Role of a Counselor" by D. Richins, (8) "Career Information System for the Comprehensive Career Education Model" by W. W. Adams, (9) "Occupational Career Clusters the Oregon Way" by M. E. Multanen, (10) "Preservice Preparation of Teachers for Career Education" by L. J. Keller, (11) "In-Service Preparation: Key to Career Education Delivery" by H. N. Drier, Jr., (12) "Possible Changes in Teacher Preparation Programs" by D. G. Ator, (13) "Imperative Changes in Vocational and Technical Professional Development Programs and Activities" by R. E. Lockette, (14) "Possible Changes in Teacher Preparation Programs" by H. L. Wardeberg, and (15) "Rewards of a Successful Career Education Program" by J. Smith. (SB)

ED 074 207 VT 017 650

Nelson, Rex A. Selvidge, Lewis R., Jr.  
Review and Analysis of Instructional Materials for Manufacturing.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-66

Pub Date 72

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 18.11/2-66, \$6.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Curriculum Evaluation, \*Educational Development, Educational Planning, Educational Status Comparison, Industrial Arts, Industrial Education, \*Instructional Materials, Literature Reviews, \*Manufacturing, \*Models, Program Descriptions, Research Needs, \*Research Reviews (Publications)

The purpose of this paper is to aid curriculum specialists, state personnel, local supervisors, and teachers of industrial education in assessing the status of current instructional and curriculum materials developed for the study of manufacturing within an industrial arts curriculum. A literature review was conducted by means of three computer searches of ERIC journals and other relevant indexes. "Manufacturing", as part of the industrial arts curriculum, has a commonality of content which may be presented to students through simulated learning activities in a variety of classroom and industrial settings. A model for program development was recommended in order to meet the educational needs of people from kindergarten through post doctorate levels for curriculum materials on manufacturing, which are presently emphasized mainly as an overview course for the middle grades or junior high school level. This model is entitled "Common Body of Knowledge for Management Consultants". A comprehensive educational delivery system for manufacturing curriculums should be further developed to present this common body of knowledge. (Author/AG)

ED 074 208 VT 017 751

Training American's Labor Force: Potential, Progress, and Problems of Vocational Education. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 72

Note—47p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, NW, Washington, D.C. 20548 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, \*Community Colleges, Educational Needs, \*Educational Programs, High Schools, Manpower Development, Post Secondary Education, \*Program Evaluation, \*Vocational Education  
Identifiers—California, Michigan, Ohio, Pennsylvania

To assess the merit of vocational education programs receiving federal funds, and to identify

existing problems, the Department of Health, Education, and Welfare ordered the review of programs in four states: California, Michigan, Ohio, and Pennsylvania. Contained in this document are the findings, conclusions, and recommendations resulting from the investigation of high school vocational programs and some community college programs in the selected states. Information obtained was reported under one of three headings: (1) Vocational Education Not Reaching All Who Need It, (2) Funds Targeted For the Disadvantaged Miss The Mark, and (3) Management Information Incomplete and Inaccurate. Data obtained revealed that the four states have set ambitious goals and have done considerable planning toward the achievement of these goals; however, attaining them will require time, hard work, cooperation, and more money. A review and three appendixes supplement the report. (SN)

ED 074 209 VT 018 360

Koble, Daniel E., Jr., Comp. Coker, Robert U., Comp.

The Role of Vocational Education in Career Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LT-Ser-39

Bureau No.—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—210p; Proceedings of the Annual National Leadership Development Seminar for State Directors of Vocational Education (5th, Columbus, Ohio, Sept. 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Administrative Personnel, \*Career Education, \*Conference Reports, Educational Change, Educational Research, Elementary Grades, Foundations of Education, Information Needs, Personnel Needs, Post Secondary Education, Program Development, Research Needs, Secondary Grades, \*State Agencies, \*State Departments of Education, Vocational Education

A total of 135 state directors representing 53 state vocational education units attended a 4-day seminar which focused on the foundations of the career education concept, systems for implementing programs, and conceptualizing the role of state vocational education divisions in bringing about the necessary changes. Some major presentations were: (1) "Current Status of Career Education in the States" by J. K. Coster, (2) "Adjustments Needed in State Agencies" by C. C. Shuman, (3) "Personnel Needs for Career Education" by P. L. Schalles, (4) "Strategies for Facilitating Development of Post-Secondary Programs" by L. Kunzman, (5) "Vocational Education in Career Education" A USOE View" by M. Russo, (6) "Research in Progress on Career Education Models" by A. J. Miller, (7) "Changing Roles and Functions in State Vocational Education Agencies" by D. E. Koble, Jr., (8) "Information Needs of State Directors" by J. D. McCracken, (9) "Areas That Need Research and Study" by C. F. Lamar, and (10) Several papers dealing with designing programs for elementary, secondary, and post-secondary students by E. Hauck, E. Simpson, J. Olson, and P. Weatherly. (SB)

ED 074 210

VT 019 114

Kobland, John

Research Project: Practical Nursing Licensing Exam Achievement Relationship to Work Performance and Retention. Final Report.

Pennsylvania Health Council, Inc., Harrisburg.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 16 Jun 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Disadvantaged Groups, Faculty Evaluation, Health Occupations Education, \*Job Satisfaction, \*Performance Factors, Personal Values, \*Practical Nursing, Relationship, \*Retention, \*Socioeconomic Influences, State Licensing Boards, Work Attitudes

Identifiers—\*Licensing Examinations

This project was intended to provide information which would assist in: (1) assessing the cor-

relation of state board achievement with job satisfaction, on-the-job performance, and length of retention in the field of practical nursing, (2) determining those faculty qualifications which are necessary to produce above-average achievement on the state board examination, (3) determining the percentage of socio-economically disadvantaged practical nursing students who complete the minimum requirements for eligibility to sit for the state board examination, and (4) comparing selected personal and academic characteristics of graduate practical nurses. Data were gathered from practical nurses who graduated in the fall of 1967, 101 instructors from 14 separate practical nursing schools, and from 405 students enrolled in 13 different schools. Job satisfaction scores were fairly equally distributed among the five classes of social groups and the greatest problem of LPN's seemed to be that they felt there was a lack of recognition of their contribution. Results indicate that students taught by instructors who appear too full of their subject and are overly definite and forceful, achieve lower state board scores than would otherwise be the case. (GEB)

ED 074 211 08 VT 019 284

Russell, Earl B.

Measurement of the Change Orientation of Vocational Teachers. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—OSU-R&D-Ser-77

Bureau No.—BR-7-0158

Pub Date Dec 72

Grant—OEG-3-7-000158-2037

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Adoption (Ideas), Adult Education, Behavioral Objectives, \*Changing Attitudes, Cooperative Education, Core Curriculum, Diffusion, Disadvantaged Youth, Educational Innovation, Individualized Instruction, \*Measurement Instruments, Reliability, \*Teacher Attitudes, Teacher Behavior, Team Teaching, Validity, \*Vocational Education Teachers

To determine whether change orientation was a measurable characteristic of vocational teachers, an instrument was developed consisting of eight attitude subscales designed to measure change orientations relating to: (1) reducing the number of under-prepared people entering the labor market, (2) meeting the needs of disadvantaged students, (3) preparing for employment at an earlier age, (4) cooperative education, (5) individualized instruction and behavioral objectives, (6) adult education, (7) team teaching and differentiated staffing, and (8) core vocational curriculum. The instrument plus a biographical data sheet and versions of scales measuring internal-external control and dogmatic, conservative, and cosmopolitan points of view were sent to two groups of 125 teachers each, in 38 states, representing "early adopters" and "laggards". Analysis of data from 78 percent of the "early adopters" and 69 percent of the "laggards" revealed that change orientation is a measurable characteristic of vocational teachers. The instrument holds promise for further research efforts to determine the utility of the change orientation concept. (Author/SB)

ED 074 212 VT 019 306

Carr, Ralph T.

Project Women—in a Man's World of Work. Final Report.

Hermon School Dept., Maine.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, Demonstration Projects, \*Developmental Programs, Equal Opportunities (Jobs), \*Females, Guidance Programs, High School Students, Human Resources, Occupational Guidance, Peer Teaching, Pilot Projects, Program Development, \*Program Evaluation, Resource Materials, Vocational Development, Vocational Education, \*Vocational Interests

Identifiers—\*Maine

This federally funded pilot project, developed and implemented in five Maine high schools during the 1971 academic year, was intended to pro-



vide 100 girls in Grades 10 and 11 with an orientation to vocational fields that are predominantly occupied by men and to utilize paraprofessional student help, prepared by inservice training, to provide occupational guidance in areas usually restricted to men. As a state model for a career education program, this project involved preliminary planning by school counselors and administrators, the development and administration of a vocational interest survey to 900 girls in Grades 10 and 11, selection of 20 girls from each high school for training as guidance aides, a 1-day seminar with women as resource speakers, pre- and post-testing of career knowledge, and an independent final evaluation. The ten occupational areas selected from the results of the vocational interest survey were: (1) veterinarian, (2) communications, (3) counseling, (4) military, (5) recreation director, (6) bookkeeping and accounting, (7) computer programmer, (8) police, (9) lawyer, and (10) forest service. Recommendations for demonstration projects along similar lines are presented. Program materials are included, such as articles and letters relating to project dissemination. This document is related to VT 019 339, available in this issue. (AG)

ED 074 213 VT 019 308

Jorgenson, Elaine And Others  
An Evaluation of Oklahoma's Exemplary Vocational Education and Occupational Orientation Program, Tulsa Public Schools-1971-1972. Interim Evaluation Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0123

Pub Date 72

Contract—OEC-0-71-0530(361)

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Developmental Programs, Educational Programs, \*Experimental Programs, Goal Orientation, Occupational Clusters, Occupational Guidance, \*Occupational Information, \*Occupations, \*Program Evaluation, State Surveys, Vocational Interests

Identifiers—Tulsa

This study was conducted to assess the effectiveness of the second year of the Exemplary Comprehensive Occupational Orientation and Vocational Program in the Tulsa, Oklahoma Public Schools. Data were obtained through a variety of student tests, teacher quarterly reports, interviews with administrators, and questionnaire responses. Findings obtained were: (1) At the elementary level, the special interest clubs program appears to have been successful, (2) Significant gains were made from pre- to post-test in regard to occupational awareness, (3) The hands-on experience program in the junior high curriculum proved to be effective, (4) Students enrolled in cluster courses at the tenth grade level progressed significantly, (5) The addition of counselors and a coordinator at each level seemed to have strengthened the operation of the program, and (6) Indications are that the program has prompted teachers to become more innovative in program planning and implementation strategies. Recommendations are included. (Author/SN)

ED 074 214 VT 019 310

Barnes, Evelyn M.

The Effects of Using a Self-Instructional Module on Teacher Perceptions of Attitudes and Values of Disadvantaged Inner-City Black Youth.

Pub Date 73

Note—138p.; Ph.D. Dissertation, Ohio State Univ., Columbus

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Demography, \*Disadvantaged Youth, Doctoral Theses, Educational Needs, Inner City, \*Negro Attitudes, Predictor Variables, Preservice Education, Resource Materials, \*Teacher Attitudes, \*Teacher Education, Vocational Development, \*Vocational Education Teachers  
This study was designed to investigate: (1) the relationship between teacher perceptions of dis-

advantaged inner-city black youth, and various demographic variables, and (2) the effects of using a self-instructional module on teacher perceptions of the attitudes and values of these same disadvantaged youth. Results of an analysis of variance showed that preprofessional teacher perceptions were not related to the following demographic variables: (1) sex, (2) race, (3) socioeconomic background, (4) father's educational level, (5) size of childhood community, and (6) previous contact with black youth. However, use of the self-instructional module caused a statistically significant difference in preprofessional teacher perceptions of the attitudes and values of inner-city black youth. Because teacher perceptions became more accurate with use of the self-instructional module, which presented positive attitudes and values of inner-city youth, the module is valuable for teacher development in preservice or inservice training. Developed by the investigator, the module included attitudes and values selected by means of a literature search. Pretests and post-tests of 203 preprofessional teachers enrolled in a required education course for vocational educators were utilized in the sample. (Author/AG)

ED 074 215 VT 019 311

Muncie, Martha Crawford

Work Adjustment of Vocational Education Teachers.

Pub Date 73

Note—117p.; Ph.D. Dissertation, Ohio State Univ., Columbus

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Job Satisfaction, Need Gratification, Self Actualization, Statistical Data, \*Success Factors, Surveys, \*Task Performance, \*Vocational Adjustment, \*Vocational Education Teachers, Work Environment

To investigate work adjustment of vocational education teachers, a nation-wide study was conducted focusing on vocational needs, job satisfaction, and job success. The study involved 180 secondary teachers from three vocational areas, business, home economics, and industrial education. A multistage sampling process was utilized to select participants. Findings and conclusions included: (1) Women teachers with more years in present teaching positions, and more years of experience were basically in the high work adjustment group, (2) Scale values for vocational needs of teachers covered a greater range than did scale values in occupation reinforcer patterns, (3) Job satisfaction and job success cannot be conceived of as dimensions of work adjustment, but rather independent outcomes of the vocational adjustment process, and (4) Scores of this sample of teachers were negatively skewed in relation to job satisfaction, indicating that perhaps few people were really dissatisfied with their jobs. Tables, sample survey instruments, and a bibliography are appended. (SN)

ED 074 216 VT 019 339

Carr, Ralph T. And Others

Project Women: In a Man's World of Work: A Guide for School Counselors.

Heron School Dept., Maine.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, Career Planning, \*Counselor Role, \*Developmental Programs, \*Females, Goal Orientation, Guidelines, \*High School Students, Human Resources, Occupational Guidance, Pilot Projects, Program Development, Vocational Development, Vocational Interests

Identifiers—\*Maine

This exemplary career education program for 100 girls in Grades 10 and 11 at five Maine high schools aims at equalizing career opportunities for women and encouraging student involvement in guidance programs. The ten steps taken to develop and implement "Project Women-In a Man's World of Work" included: (1) preliminary program planning among school counselors, (2) a commitment from school counselors and administrators, (3) the identification of program objec-

tives, (4) developing an operational schedule for the project, (5) developing and administering a vocational interest survey, (6) inservice training as guidance aides for selected students, (7) developing resource lists, (8) a seminar with resource specialists, (9) an outside evaluation, and (10) dissemination activities. Ten traditionally male-oriented career categories were selected as the focus for the project: (1) veterinarian, (2) communications, (3) counseling, (4) military, (5) recreation director, (6) bookkeeping and accounting, (7) computer programmer, (8) police, (9) lawyer, and (10) forest service. This document is related to VT 019 306, available in this issue. (AG)

ED 074 217 VT 019 354

Careers Guide: Opportunities in the Professions, Industry and Commerce.

Central Youth Employment Executive, London (England).

Pub Date 72

Note—389p.; Tenth Edition

Available from—Her Majesty's Stationery Office, 899 Broadway Ave., Redwood City, California 94063 (no price quoted)

Document Not Available from EDRS.

Descriptors—Business, \*Career Education, Career Ladders, \*Career Opportunities, Directories, Employment Projections, Employment Qualifications, Indexes (Locators), Industry, \*Occupational Information, \*Professional Occupations, Resource Materials, Salaries, Secondary Grades, Vocational Education, \*Youth Opportunities

Identifiers—Career Awareness, \*Great Britain

This directory contains basic occupational information about 100 career opportunities in business, industry, and the professions in Great Britain. Entry-level employment qualifications, brief job descriptions, salary ranges, employment projections, and resource addresses are provided for each career. Educational and training requirements are detailed for the benefit of young people and guidance counselors. Developed by the Central Youth Employment Executive, this guide covers a wide range of careers, from banking to overseas employment. An index is included, as well as suggestions on finding career guidance materials. (AG)

ED 074 218 VT 019 360

Ryan, Charles W.

Career Development Guide for the Elementary School. A Guidebook for Teachers and Guidance Counselors.

Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date [72]

Note—134p.; Second Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Bibliographies, \*Career Education, Elementary Grades, Evaluation Techniques, Goal Orientation, Humanities, \*Integrated Activities, \*Language Arts, Lesson Plans, Models, \*Occupational Guidance, Resource Materials, \*Vocational Development

Identifiers—Career Awareness, Maine

This instructional guide for integrated career education activities at the elementary level includes a rationale for career development, various models for career development, sample lesson plans, information on leisure activities as related to career development, and a summary of teaching suggestions for career education programs. This document was developed at a teacher workshop by its supervisor, an associate professor of education. Intended for guidelines for teachers and guidance counselors, these instructional outlines will also prove useful for local education agencies and teacher training institutions. These federally funded materials, focusing on language arts communication skills, present extensive sample lesson plans, each with general and specific behavioral objectives, learning activities, and evaluation procedures. Included are extensive appended resource ideas and materials and a bibliography. (AG)

ED 074 219 VT 019 399

Williams, James B.

Socanac Coaching Manual.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario); Saskatchewan Dept. of Education, Regina.

Pub Date 72



Note—467p.; Third Edition

Available from—Saskatchewan Newstart Incorporated, 154 8th St. E., Prince Albert, Saskatchewan, Canada (S6V 5T4)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Basic Skills, Behavioral Objectives, Cluster Grouping, \*Core Curriculum, Entry Workers, \*Job Training, Learning Activities, Lesson Plans, Manuals, Occupational Information, Resource Materials, \*Social Services, \*Subprofessionals, Teaching Techniques, Transparencies

Identifiers—\*New Careers, Saskatchewan, Socanic

This core curriculum covers training in basic skills that is needed for entry level paraprofessional employment in social institutions. Intended as a New Careers approach in Saskatchewan, the term "Socanic" was invented as an occupational title for paraprofessionals working as aides in a wide variety of social service occupations. Five skill clusters are included: (1) communication processes, (2) clerical, (3) human relations, (4) human growth and development, and (5) personal. Lesson plans focus on the following specific areas: (1) speaking skills, (2) writing skills, (3) listening skills, (4) case studies, (5) interpersonal skills, (6) leadership skills, (7) interviewing skills, and (8) Socanic relationships. This manual includes suggested teaching procedures, transparencies, behavioral objectives, and resource materials. Outlined are eight Socanic job descriptions. Time allotments, a list of skills, learning activities, and instructional notes are provided. A wide range of teaching techniques are utilized, such as demonstrations, games, the use of audiovisual aids, and group discussions. (AG)

ED 074 220 VT 019 408

McClure, Larry, Ed. Buan, Carolyn, Ed.

Essays on Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Apr 73

Contract—OEC-4-7-062871-3059

Note—265p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01147, \$2.10)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Career Education, Curriculum Development, Educational Accountability, Educational Needs, Educational Opportunities, Educational Philosophy, \*Educational Responsibility, \*Essays, Foundations of Education, \*Manpower Development, Program Development, \*Research Needs, School Role, Student Needs, Vocational Education

This volume contains reactions to the career education concept as proposed by the U.S. Office of Education from a panel of 23 educators, practitioners, businessmen, and students representing such disciplines as anthropology, law, political science, sociology, mathematics, vocational education, psychology, philosophy, and counseling. The Foreword is written by Sidney P. Marland, Jr. Section 1, Laying a Foundation, contains essays dealing with cultural aspects of career education, philosophy, improvement of guidance services, and provision of career education opportunities for women. Section 2, Building a Framework, contains essays concerned with who shall teach career education, career development, dropout prevention, curriculum development, manpower programs, and the role of community and four-year colleges. Section 3, Satisfying the Consumers' Needs, contains essays dealing with problems faced by high school graduates, the commitment of education to society, career education needs of black students, utilizing community resources, and designing career education programs to meet the needs of consumers. Section 4, Redesigning the System, includes essays concerned with pathologies of work, need for competency-based credentialism, accountability and humanism, eliminating barriers separating vocational education from academic subjects, and research needs. (SB)

ED 074 221 08 VT 019 458

McCracken, J. David Gillespie, Wilma B.

Information Needs of Local Administrators of Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—OSU-R&D-Ser-84

Bureau No.—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Personnel, Administrative Policy, \*Administrative Problems, Administrator Attitudes, \*Decision Making, \*Information Needs, Information Utilization, Use Studies, Vocational Directors, \*Vocational Education

Research findings often fail to reach key decision-makers either in the proper form or in time to assist in decision-making. Also, little is known about major problems for which local directors need information, methods of seeking information used by these decision-makers, information normally used, or the criteria employed in selecting information. The purpose of this study was to identify the critical problems of local administrators of vocational education and the information sources they utilize. Data were collected from certain local administrators, selected by a stratified random sampling technique, through the use of telephone interviews and a mail questionnaire. Major conclusions include: (1) Local administrators generally perceived little need for information for use in problem resolution, (2) Most decision-making was in the absence of an information search, (3) Respondents desired experienced people as their major information source, and (4) The major criteria for utilization of print materials were the familiarity or degree of experience of the administrator with the materials, and the content quality. (GEB)

ED 074 222 VT 019 460

Harris, Marshall A. McInnis, Malcolm C., Jr.

An Evaluation of the Florida State Plan for the Administration of Vocational Education. Statewide Evaluation of Vocational-Technical Education in Florida, Volume 1.

Florida State Univ., Tallahassee. Dept. of Educational Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Administration, Educational Development, Educational Improvement, Educational Needs, Educational Status Comparison, Evaluation Criteria, Federal State Relationship, \*Formative Evaluation, Goal Orientation, Information Needs, \*State Action, \*Statewide Planning, \*Vocational Education

Identifiers—\*Florida State Plan

The primary objective of this statewide evaluation is to discern weaknesses in Florida's State Plan for the administration of vocational education. If the Florida State Plan is to become more than a seldom-read document prepared solely in compliance with federal funding regulations, overall priorities, procedures, and goals for statewide vocational program implementation must be identified. Technical legal deficiencies and areas of ambiguity in the administrative provisions should be corrected. The whole plan should be reviewed and revised in order to increase its value in statewide planning for vocational education. Specifically, target populations needing vocational education should be accurately identified, the labor supply and demand data should be expanded, and all program goals and objectives clearly set forth. Long and short-term priorities for each goal and objective must be specified, data reliability and validity should be assessed, and program plans consistent with the data should be drawn up. Appropriate emphases in program development, identifying specific manpower needs and locations, must be noted in the state guidelines. This document is related to four others, available as VT 019 461-VT 019 464 in this issue. (AG)

ED 074 223

Harris, Marshall A.

Benefit-Cost Comparison of Vocational Education Programs. Statewide Evaluation of Vocational-Technical Education in Florida, Volume 2.

VT 019 461

Florida State Univ., Tallahassee. Dept. of Educational Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date 72

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Cost Effectiveness, Educational Accountability, Educational Development, Educational Finance, \*Formative Evaluation, Mathematical Models, \*Program Costs, Program Effectiveness, Program Planning, Resource Allocations, \*Statewide Planning, Student Costs, \*Vocational Education, Vocational High Schools

Identifiers—\*Florida State Plan

This statewide study achieved the following objectives: (1) It developed a methodology for conducting a benefit-cost analysis of vocational education programs in Florida; (2) It examined, compared, and analyzed public and private costs and benefits of four Florida vocational programs, (3) It compared public and private benefits and costs for students enrolled in day high school with students not enrolled in day high school, and (4) It yielded mathematical formulas that resulted in the development of a model for predicting public and private economic returns of vocational programs. Current program cost data were incorporated with data collected by means of student followup questionnaires. Positive and significant rates of return were realized from public and student investment in each of the four selected vocational programs, with investments being recouped in less than two years. Of the four programs, only the air conditioning program showed statistically significant differences in rates of return on investments. Vocational students had higher rates of return than regular secondary students, although vocational student costs were greater. The methodology and the benefit-cost planning model proved effective and could prove useful in allocating resources to maximize public and student benefits. Development of vocational programs in Florida, especially in air conditioning, is recommended. This document is related to four others, available in this issue as VT 019 460, and VT 019 462-VT 019 464. (AG)

ED 074 224 VT 019 462

Raepple, Katherine

The Role of Florida Vocational-Technical Education in Providing Services for the Handicapped. Statewide Evaluation of Vocational-Technical Education in Florida, Volume 3.

Florida State Univ., Tallahassee. Dept. of Educational Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Community Role, Educational Administration, Educational Development, Educational Improvement, \*Educational Needs, Educational Problems, Formative Evaluation, \*Handicapped Students, \*Human Services, Program Descriptions, State Federal Aid, \*Statewide Planning, \*Vocational Education

Identifiers—\*Florida State Plan, Special Needs

The purpose of this report is to examine the role of vocational education in Florida in providing services for the handicapped. Included are descriptions of vocational education policies for these services, the target populations, their special training needs, successful vocational education programs for the handicapped, and the role in rehabilitation that is played by community agencies. The three problems most often mentioned by vocational educators were: (1) Fears of vocational education teachers about integrating the handicapped into regular vocational classes, and (2) The lack of joint planning among agencies, and (3) The hesitancy of school personnel to accept new programs. Since the present services are not adequately meeting the needs of the handicapped in Florida, increased efforts by local agencies are required. State consultants in vocational education should be utilized. The following needs should be met: (1) work evaluation centers and personnel development for vocational education, (2) local surveys of job opportunities for the handicapped, (3) inservice training relating to the

handicapped, (4) better coordination of services, (5) continued research and evaluation, (6) additional consideration of the emotionally disturbed and the socially maladjusted, and (7) the effecting of community acceptance of the handicapped. This document is related to four others, available as VT 019 460, VT 019 461, VT 019 463, and VT 019 464 in this issue. (AG)

ED 074 225 VT 019 463

Purrrington, Gordon S.  
Expectations and Satisfaction of Parents and Students with Vocational and Technical Education. Statewide Evaluation of Vocational-Technical Education in Florida, Volume 4.  
Florida State Univ., Tallahassee. Dept. of Educational Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, Educational Improvement, \*Educational Needs, Expectation, \*Formative Evaluation, Parent Attitudes, Participant Satisfaction, Post Secondary Education, Secondary Schools, \*Statewide Planning, Student Attitudes, Tables (Data), Technical Education, Vocational Development, \*Vocational Education

Identifiers—\*Florida State Plan

The purpose of this report is to examine the expectations and satisfactions of students at the secondary and post-secondary levels in traditional public schools, vocational centers, and in a community college. Differences in expectations and satisfactions are noted among and within these groups: (1) students enrolled at different schools, (2) parents of these groups of students, and (3) parents and students. Questionnaires for parents and students were used to gather data, which were analyzed by percentages and presented by means of tables. The most limiting factor in the study was restriction of the number of participating schools to ten. A consensus was revealed among parents and students concerning 16 broad educational goals and the importance of vocational programs. Vocational goals mattered more to vocational students and their parents. Satisfaction with the schools' performances varied widely, with the vocational and junior high school students and their parents being generally more satisfied than their counterparts in the traditional high school. Improved vocational guidance, physical facilities, and classroom activities are needed at the high school level to provide adequate programs. This document is related to four others, available as VT 019 460-VT 019 462 and VT 019 464. (AG)

ED 074 226 VT 019 464

Latta, Raymond F. Schmidt, Max L.  
Continued Evaluation of a Management Information System for Vocational-Technical Education. Statewide Evaluation of Vocational-Technical Education in Florida, Volume 5.

Florida State Univ., Tallahassee. Dept. of Educational Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Vocational Schools, Decision Making, Educational Development, Educational Improvement, Educational Needs, \*Formative Evaluation, Full State Funding, \*Management Information Systems, \*Models, Occupational Guidance, State Departments of Education, \*Statewide Planning, Student Enrollment, Systems Development, \*Vocational Education

Identifiers—\*Florida State Plan

A general model for a management information system for vocational and technical education is presented for statewide planning purposes. This enrollment system was designed by the vocational division of the Florida State Department of Education to implement the recommendations of the state advisory council for vocational education. Included are these six components: (1) student data, (2) instructor data, (3) program course data, (4) space facility utilization, (5) student placement and followup, and (6) fiscal data. During the 1971 fiscal year, a large number of area

vocational centers began implementing these subsystems. In order to improve the system, vocational educators at all levels and leaders in industry must be involved. Full state funding is needed for a long-range commitment, and detailed plans at all levels must be developed. In order to provide relevant information for decision-making in vocational and adult education, a revised enrollment system should be aligned with public and private employment services, together with subsystems in industry. This document is related to four others, available in this issue as VT 019 460-VT 019 463. (AG)

ED 074 227 VT 019 479

Magisos, Joel H. Butler, Roy L.  
Cooperative Education: Answers to Questions on Vocational and Technical Education.  
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cooperative Education, \*Job Training, Pamphlets, Program Planning, \*Vocational Education, \*Work Experience Programs

This pamphlet was designed to provide vocational educators, administrators, and other individuals interested in developing and/or implementing cooperative vocational programs with information on the subject. Answered are these questions: (1) What evidence is there that cooperative vocational education is necessary or that it is better than other methods of instruction, (2) How does cooperative vocational education differ from other work-experience programs, (3) What are the characteristics of a good cooperative vocational education program, (4) What is related instruction in a cooperative vocational education program, (5) Where can instructional materials for cooperative vocational education be obtained, (6) What qualifications must a successful teacher-coordinator possess, (7) What are the characteristics of a suitable job training station, and (8) What are some problems that can be anticipated in developing and operating a cooperative vocational education program. Publications containing more extensive information on the subject are cited. (SN)

ED 074 228 VT 019 480

Miller, David H. Berry, Suzanne  
Disadvantaged Youth: Answers to Questions on Vocational and Technical Education.  
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Disadvantaged Youth, \*Educational Programs, Pamphlets, \*Program Administration, Program Coordination, \*Program Development, \*Vocational Education

This pamphlet addresses itself to the subject of the role of vocational education for disadvantaged youth. Answers are discussed for the following questions and issues: (1) why exemplary vocational education programs should be developed for disadvantaged youth, (2) the role of the residential school in the education of disadvantaged youth, (3) types of vocational education programs available for disadvantaged youth, (4) administrative procedures required in implementing exemplary vocational programs for disadvantaged youth, (5) teaching methods which have been found to be effective when working with disadvantaged youth, (6) characteristics which teachers of the disadvantaged should possess, and (7) identifying characteristics peculiar to disadvantaged youth. Citation is made of other documents from which the answers have been obtained. (SN)

ED 074 229 VT 019 481

McCracken, J. David Harris, Robert B.  
Management Systems: Answers to Questions on Vocational and Technical Education.  
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Coordination, Decision Making, \*Management Systems, Pamphlets, \*Program Administration, Program Design, \*Questionnaires, \*Systems Development, \*Vocational Education

An explanation of management systems being utilized in vocational education, this pamphlet is designed for vocational educators, administrative personnel, project directors, and other individuals interested in this aspect of program development. Answered are these questions: (1) What are some systems and techniques that may be adapted for use in managing vocational education, (2) How may benefit-cost and cost-effectiveness analysis be used in evaluating vocational education programs, (3) What are some considerations in utilizing systems analysis, (4) What is the role of manpower forecasting in vocational educational planning, (5) What are desirable components in a manpower forecasting model, and (6) What is the difference between policy planning and work planning. The names and addresses of publishers from which the information included was obtained are listed. (SN)

ED 074 230 VT 019 495  
Davis-Monahan Air Force Base Summer Youth Program, 1972.

Strategic Air Command (Air Force), Davis-Monahan AFB, Ariz. Combat Support Group (803d).

Spons Agency—Arizona State Dept. of Vocational Education, Phoenix; Neighborhood Youth Corps (DOL), Washington, D.C.; Tucson Elementary School District 1, Ariz.

Pub Date 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, \*Career Education, Coordinators, \*Disadvantaged Youth, Federal Programs, Occupational Guidance, \*Program Descriptions, Program Evaluation, Resource Materials, \*Summer Programs, Teaching Techniques, Vocational Development, Vocational Education, Work Experience Programs, \*Youth Employment, Youth Programs

Identifiers—\*Davis Monahan Air Force Base, Neighborhood Youth Corps

The 1972 Summer Youth Employment Program, sponsored by Davis-Monahan Air Force Base in Arizona, included 596 youngsters, of whom 377 belonged to the Neighborhood Youth Corps, 130 more were economically disadvantaged, and 48 were American Indian students employed by the base. A wide range of government, industrial, and educational institutions supported this vocational development program by providing funds, practicum counselors and vocational counselors, school buses, and other services. The work experience proved highly successful, due to the encouragement of the work-coordinators and counselors and the use of such techniques as resource speakers, peer tutoring, a refresher course in typing, and drug education instruction. Special-education students were included in this program, which was evaluated by means of questionnaires for supervisors. Various program forms are appended. (AG)

ED 074 231 VT 019 496  
New England Labor and the Economy at the Year-End, 1972.

Bureau of Labor Statistics (DOL), Boston, Mass. New England Regional Office.

Report No.—Regional-R-73-1

Pub Date 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Cycles, Economic Factors, Employment Statistics, Employment Trends, \*Geographic Regions, Government Publications, \*Industrial Relations, \*Labor Conditions, \*Labor Economics, \*Manpower Development, Wages

Identifiers—\*New England

The economy of the six New England states expanded swiftly during 1972, with 67,000 jobs being added, which moved the job total close to the previous record of 1969. A slowdown was observed in the rise of both prices and wages in New England under Phase II of the Economic Stabilization Program. However, retail food prices rose four times as much as in 1971, soaring locally by 43 percent in the past decade and 95 percent since 1947. At wholesale, the price gains of industrial commodities have slackened, except for leather and lumber products. The average weekly earnings for factory workers reached a new high to nearly \$148, although wage advances tapered off because of the Stabilization Act. Union participation and time lost due to strikes are below the national average. Of the jobs added



in New England, 24,000 were in the region's factories and 43,000 in nonmanufacturing work. (Author/AG)

**ED 074 232** VT 019 497

Shippen, S. J. Reiley, R. R.  
An Investigation of Vocational Counselor Effectiveness and Its Relationship to Selected Background and Personal Characteristics. Final Report.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Pub Date 31 Jan 73

Note—85p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Counselor Attitudes, \*Counselor Characteristics, \*Counselor Evaluation, Counselor Performance, Educational Background, Family Background, Individual Characteristics, \*Secondary School Counselors, Teaching Experience, \*Vocational Counseling, \*Vocational Education Teachers, Work Experience

This study was conducted to determine: (1) if there were a significant difference in the effectiveness of vocational counselors as compared with regular counselors and vocational teachers in an on-the-job guidance task, and (2) the relationship of counselor background characteristics to effectiveness ratings of the counselors. In each of the 25 cooperating school districts, 10 sophomore students were selected at random, administered the Ohio Vocational Interest Survey, and assigned to a vocational counselor, regular counselor, or vocational teacher who conducted a one-hour session with each student, discussing individual test results and career planning. Following the interview, students completed the Counseling Evaluation Inventory (CEI), which served as the counseling-effectiveness criterion instrument. Personal background and characteristics data were collected from each counselor prior to the counseling interviews. No significant differences were found among the three groups of counselors when counselor-effectiveness data were analyzed by a one-way analysis of variance-blocked test. Correlational analysis of CEI scores and background data revealed 11 background and personal characteristic variables that were significantly correlated with counselor effectiveness ratings. Significant correlations were obtained in the areas of personal information, work experience, teaching background, and personal attitudes. (SB)

**ED 074 233** VT 019 499

The Curriculum Development Project for the Medical Laboratory Technology Program at Miami-Dade Junior College, Miami, Florida. Final Report.

Miami-Dade Junior Coll., Fla. Div. of Allied Health Studies.

Report No.—CPN-7-69

Pub Date 13 Apr 71

Note—77p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Associate Degrees, Community Colleges, \*Curriculum Development, \*Health Occupations Education, Junior Colleges, \*Medical Laboratory Assistants, Paramedical Occupations, \*Post Secondary Education, Program Development, Program Proposals, Schedule Modules, Technical Education

During Phase I of an Allied Health Professions Basic Improvement Grant, a five-member committee developed a curriculum for a medical laboratory technology program at Miami-Dade Junior College by: (1) defining competencies which differentiate a certified laboratory assistant from a medical laboratory technician, (2) translating expected laboratory performances for assistants into a suggested format for presentation in a college setting, (3) outlining the technical portion an associate degree program, (4) suggesting alternatives within the general education and natural science block required by the college, and (5) evaluating and making recommendations for facilities, equipment, and audio-visual holdings. The proposed program utilizes the module or block concept and provides an integration of practicum with didactic activity at the beginning of the student's course of study, which continues throughout the entire program. Included in this report are: (1) suggested courses for a 5-term program (70 weeks), (2) proposals for eight new

block courses covering such topics as clinical hematology, instrumentation, clinical chemistry, clinical microbiology, and clinical practicum, and (3) a suggested format for evaluating the program, which provides for input from faculty, clinical supervisors, students, employers, and the community. (SB)

**ED 074 234** VT 019 500

Reeves, M., Ed.  
Agricultural Education and Training. Annual Review of Selected Developments.

United Nations Food and Agriculture Organization, Rome (Italy).

Report No.—ESR-MISC-71-19

Pub Date 71

Note—77p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agricultural Education, \*Annual Reports, \*Developing Nations, Foreign Countries, Inservice Teacher Education, \*Manpower Development, \*Rural Development, Subprofessionals, Teacher Education, Vocational Agriculture

This annual review is intended as a means for disseminating information and views on agricultural education and training, and related subjects to the United Nations, Food and Agriculture Organization (FAO) Member Governments, FAO National Committees, national and international experts and institutions. Topics include: (1) "Training Teachers of Agriculture" by J. A. Sutherland, (2) "Refresher Training of Teachers" by J. P. Chavan, (3) "Vocational Agricultural Training at Navuso Agricultural School, Fiji" by G. N. Bamford, (4) "Practical Work in Sub-Professional Courses in Agriculture" by G. Dick, (5) "The Relation of a School of Agriculture to the University" by E. Ensenat, (6) "Teaching Agriculture in Schools: An Example from Malawi" by I. S. MacDonald, (7) "Training on Cereals Breeding and Improvement in the Near East Region—A Cooperative Effort" by A. Hafiz, (8) "Problems in Fishery Education and Training" by Y. Miyake, (9) "Training for Dairy Teachers" by A. W. Marsden, (10) "Agricultural Education and Training in the USSR" by B. J. Sestan, (11) "Tanzania Faces the Challenge of Social Change as it Trains Women for Rural Development" by L. A. Marin and J. S. Ritchie, (12) "Training for Control of the Desert Locust" by G. Singh, and (13) "The Hydrology Training Institute (Epwapa) Bhagyalul, East Pakistan" by L. H. Young. (SB)

**ED 074 235** VT 019 501

Crowley, Joan E. And Others  
Facts and Fiction About the American Working Woman.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Employment Standards Administration (DOL), Washington, D.C.

Pub Date Jan 73

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cultural Images, Employment Statistics, Individual Development, \*National Surveys, \*Sex Differences, Sex Discrimination, Socialization, \*Stereotypes, Tables (Data), \*Work Attitudes, \*Working Women

Identifiers—\*Americans

A national survey of personal interviews with 539 working women and 993 working men, was intended to test the reliability of the following stereotypes about American women who work: (1) American women work just for pin money, (2) Women work only for economic reasons, (3) Women are more concerned with the social aspects of their jobs, (4) Women prefer not to take initiative on their jobs, (5) Women are more concerned with "extrinsic" job characteristics, (6) Women are less concerned with challenging work, and (7) Women are less concerned with advancement on their jobs. A review of previous occupational research revealed that sex differences affecting jobs are small in magnitude, with the only consistent difference being that women are more concerned with the social aspects of their jobs. The survey results indicated that about 40 percent of working women were not economically dependent on a male wage earner, that differences in early socialization of boys and girls explain many of the seeming sex differences in work attitudes, and that women show less desire for initiative on the job. Various tables present the data, which rank the im-

portance of job characteristics to working men and women. A related finding was that the average underpayment to women was \$3,458 annually as compared with equally qualified male workers. (AG)

**ED 074 236** VT 019 502

Teacher Training Program for Distributive Education. Final Report.

Houston Univ., Tex. Dept. of Business Technology.

Spons Agency—Texas Education Agency, Austin. Pub Date 72

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Design, \*Distributive Education, \*Distributive Education Teachers, Interdisciplinary Approach, Learning Laboratories, Models, \*Program Development, Program Evaluation, Program Planning, Resource Materials, Teacher Certification, \*Teacher Education Curriculum, Teacher Qualifications, \*Undergraduate Study

Identifiers—\*Texas

The purpose of this 3-month research project was to develop, evaluate, and implement a distributive education program of instruction leading to a Bachelor of Science in Technology degree at the University of Houston. Intended for use also as a statewide model, this interdisciplinary curriculum utilized extensively in its development research studies by a teacher educator from Virginia, Professor Lucy C. Crawford. Teacher competencies were identified, as well as a set of concepts and generalizations for various subjects in distributive education. Tentative program approval was given early in 1972 by the Texas Education Agency, permitting the university to offer two summer courses for teacher certification in distributive education. A model classroom-laboratory was designed, and an evaluation by consultants was carried out. Detailed curriculum descriptions are provided. (AG)

**ED 074 237** VT 019 503

Meir, Elchanan Israel  
Structural Elaboration of Roe's Classification of Occupations.

Israel Program for Scientific Translation, Jerusalem.

Report No.—IPST-10448

Pub Date 68

Note—120p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adolescents, \*Classification, Cluster Grouping, Correlation, Foreign Countries, Males, Occupational Clusters, \*Occupational Guidance, \*Occupations, \*Vocational Counseling, Vocational Development, \*Vocational Interests

Identifiers—\*Israel

To find a method for making better use of vocational interests in occupational guidance, Roe's occupational classification system was tested. A search was made to determine whether this system would yield a contiguity structure of occupations, by interests, showing the relationships between interests in different types of occupations. Three samples, consisting of 1,114 Israeli boys aged 13-14, were given one of three interest questionnaires, each containing about 100 names of occupations. In each sample of test subjects, Pearson correlations between groups of occupations belonging to the same level field were obtained and then tested to determine whether they were consistent with Roe's theory (i.e. existence of a graded order of levels in each field and a circular, single-deviational structure of fields in each level) or some other pattern useful for occupational guidance. Some results were: (1) A graded order of levels of occupations was found in Service, Business, Organization, Technology, Outdoor, Science, General Cultural, and Arts and Entertainment fields, (2) Service, Organization, Business, Technology, and Outdoor fields were arranged in a simplex structure, (3) Business, Service, General Cultural, and Science fields comprised another simplex structure, and (4) The Arts and Entertainment field could not be incorporated in either structure, while Business and Service fields appeared in both. (SB)

**ED 074 238** VT 019 504

Beck, James R., Comp.

Conference Proceedings: Community Dialog in Career Education Part I (San Jose, California, July 14, 1972).

California State Univ., San Jose.



## 130 Document Resumes

Pub Date 14 Jul 72

Note—64p.

Available from—Spartan Bookstore, California State University, San Jose, California 95192 (\$1.00 plus tax).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, \*Conference Reports, \*Curriculum Development, Educational Problems, \*Models, Relevance (Education), School Industry Relationship

Identifiers—\*California

A total of 250 educators and representatives from business, industry, and civic organizations attended the first of a series of dialogues on career education. This 1-day conference was devoted to identifying questions and generating suggestions and ideas regarding career education. Major presentations were: (1) "Career Education—Problems and Promises" by R. Harris, (2) "School-Based Career Education" by R. Samperi, (3) "Employer-Based Career Education" by R. Peterson, (4) "A Search for Relevancy—California Plans for Career Education" by P. Peters, and (5) "Industry's Commitment to Education—Investment in the Future" by C. Horne. In addition to presentations, participants were divided into 25 discussion groups, which were to formulate a definition of career education, identify needed curriculum changes, suggest future directions for conferences, cite examples of career education in practice, and identify appropriate implementation strategies. Texts of the major presentations, discussion group responses regarding a definition for career education and needed curriculum changes, and a final summation of the conference are included in this publication. (SB)

ED 074 239 VT 019 505

Guidelines for the Establishment of Career Information Centers.

Alameda County School Dept., Hayward, Calif.

Pub Date 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Advisory Committees, Budgeting, \*Career Education, Educational Facilities, \*Educational Planning, Evaluation Techniques, \*Guidelines, \*Information Centers, \*Occupational Guidance, Personnel Needs, Photographs, Resource Materials, Vocational Development

Identifiers—\*Career Awareness

These guidelines contain suggestions for the planning and development of a career information center, specifically relating to staffing, budgeting, resource utilization, ordering supplies and equipment, and evaluation procedures. Several photographs illustrate the text, which was developed by a task force of vocational counselors and coordinators at the high school level. Extensive resource materials, focusing on career education and manpower development, are appended. This document is 3-hole punched for easy insertion or removal of pages. (AG)

ED 074 240 VT 019 506

Ziel, Henry R.

Man, Science, Technology: An Educational Program.

Pub Date 71

Note—228p.

Available from—I.D.B. Press, 10615-109th Street, Edmonton, Alberta, Canada (\$6.95 plus \$5.50 handling).

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Comprehensive Programs, \*Educational Innovation, \*Educational Methods, \*Educational Programs, Goal Orientation, Industrial Arts, Industrial Education, Occupational Clusters, \*Program Descriptions, Science Laboratories, Secondary Education, Systems Approach, \*Technology, Visual Aids, Vocational Development

This proposed secondary educational program, detailed in eight chapters well illustrated with photographs and working diagrams, is intended to enable people to understand science and technology in order to make more intelligent decisions regarding their use, rather than allowing them to dominate man. Written by a professor of education, this comprehensive program for all ranges of learners utilizes the product matrix, the systems approach, the critical incident evaluation of the student's performance, and PERT application to program evaluation. The educational processes under consideration include: (1)

authority, (2) decision making, (3) communications, and (4) organization, intended to reinforce academic disciplines, provide a synthesizing educational environment, interpret productive society, and provide exploratory activities in career development. Laboratory methods focus on the technologies involved in the occupational clusters relating to machines, materials, tools, and processes. A detailed program rationale and a bibliography are provided. (AG)

ED 074 241

VT 019 507

Wolfbein, Seymour L. Goldstein, Harold

Our World of Work. Guidance Series Booklets.

Science Research Associates, Inc., Chicago, Ill.

Pub Date 70

Note—46p.

Available from—Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611 Document Not Available from EDRS.

Descriptors—\*Career Planning, Change Agents, Decision Making, Guidance Counseling, Occupational Guidance, \*Occupational Information, Occupations, Population Trends, \*Teenagers, \*Vocational Counseling

This is one of a series of guidance booklets containing information designed to help teenagers understand and solve personal problems, get along successfully with others, and make realistic educational and vocational plans. This booklet focuses on the effect of changes in American society on the world of work. Topics discussed include: (1) changes in population size, kinds of people making up the population, and population shifts, (2) changes in production of goods and services, (3) types of industries and activities making up the world of work at the present time and some of their trends, and (4) major kinds of occupations such as professional and technical, craftsmen, and service. Some conclusions reached from this examination of the world of work are: (1) The world of work is constantly changing, (2) Certain kinds of jobs grow faster than others, (3) Education is becoming increasingly important for more and more occupations, and (4) Jobs are becoming more specialized. Sources of additional information are included. (SB)

ED 074 242

VT 019 509

Fuller, Varden

Rural Worker Adjustment to Urban Life: An Assessment of the Research. Policy Papers in Human Resources and Industrial Relations 15.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 70

Note—87p.

Available from—Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Michigan 48106 (\$2.50)

Document Not Available from EDRS.

Descriptors—\*Adjustment Problems, \*Labor Force, Research, \*Rural Population, Rural Urban Differences, \*Urban Environment, Urbanization, \*Vocational Adjustment

This document is a compilation resulting from studies of how well the rural labor force has adjusted to the urban setting. Topics presented include: (1) Concepts, Definitions, and Magnitude, (2) The Basic Expellant: Agricultural Technological Advance, (3) Opportunities and Uncertainties in the Economic Environment for Off-Farm Migrants, (4) Attributes and Influences in Mobility, (5) Differential Mobility by Ethnic Groups and Regions, (6) Attributes and Influences in Assimilation, and (7) Future Research Relating to Rural-Urban Migration: Identifying Significant Areas of Inquiry. (Author/SN)

ED 074 243

VT 019 510

Mietus, Walter S. Stilling, Chris

The Maryland Career Development Project—Phase I. Final Report.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0021

Pub Date Aug 71

Contract—OEC-0-70-5186(361)

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Action Programs (Community),

\*Career Education, \*Developmental Programs, Educational Innovation, Educational Objectives, Educational Strategies, Elementary Grades, \*Formative Evaluation, Goal Orientation, Program Descriptions, Program Development, Program Planning, Secondary Grades, \*State Programs, \*Vocational Development, Vocational Education

Identifiers—\*Maryland

This first phase of an exemplary career development project in Maryland included the following seven action programs, each with general and specific goals and objectives: (1) a team approach at selected junior high schools involving counselors, home economics, and industrial arts teachers, (2) use of a full-time resource consultant in five elementary schools, (3) development of a computerized job placement information system, intended especially for senior high students, (4) a cooperative work experience program for 21 potential dropouts between the ages of 14 and 16, (5) planning and implementing a statewide instructional television series, (6) developing a notebook with career education ideas for educators, and (7) information dissemination. This first annual report was written by a third-party evaluation team. This formative evaluation included extensive program descriptions, program forms, and recommendations. The overall project goals, which included the development of self-awareness, career awareness, decision-making skills, and career transition abilities, are successfully being accomplished. (AG)

ED 074 244

VT 019 528

Batis, Harry P.

Wholesale Selling, a Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Pub Date Feb 72

Note—167p.

Available from—Instructional Materials Services, Division of Extension, The University of Texas at Austin, Austin, Texas 78712 (Manual \$6.00; Answer Book \$2.00)

Document Not Available from EDRS.

Descriptors—Answer Keys, \*Distributive Education, Instructional Materials, \*Job Skills, \*Manuals, \*Marketing, Post Secondary Education, Salesmanship, Secondary Grades, Textbooks, \*Wholesaling

This document containing assignments on 16 varied topics, with objectives, content information, and a separate answer book was designed to be used by secondary or post-secondary distributive education students and by wholesale distributors for use as training guides for employees. Topics discussed include: (1) thinking about selling today, (2) human behavior in selling, (3) qualifications needed for selling, (4) human-centered selling, (5) the wholesale customer, (6) motivating the buyer of wholesale products, (7) using merchandising knowledge, (8) developing a sales plan, (9) putting behavioral science to use, (10) applying sales techniques, (11) the outside and inside industrial salesman, and (12) the wholesale route salesman. (SN)

ED 074 245

VT 019 529

Luter, Robert R.

Wholesale Management, a Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Pub Date Jul 71

Note—154p.

Available from—Instructional Materials Services, Division of Extension, The University of Texas at Austin, Austin, Texas 78712 (Manual \$6.00; Answer Book \$2.00)

Document Not Available from EDRS.

Descriptors—Answer Keys, Bibliographies, \*Distributive Education, Individualized Instruction, Instructional Innovation, Job Skills, \*Management Development, \*Management Education, \*Manuals, Money Management, Secondary Grades, Student Projects, Textbook Assignments, Vocational Development, \*Wholesaling

Intended for introductory instruction in wholesale management for distributive education students at the high school level, this manual, together with a separate answer key for the 15 assignments, contains detailed questions to answer and student projects to accomplish. Developed by an instructional coordinator with the aid of leaders in business and industry, the material also includes behavioral objectives and a

bibliography. Various visual aids illustrate the text, which is 3-hole punched for easy insertion or removal of pages. Covering subjects ranging from financial management to marketing, this document presents a rationale and instructional guidelines for the management trainee. (AG)

ED 074 246 VT 019 530

Jordan, Georgia S. Dunn, Florence  
Supervised Study Guide for Physical Therapy Aide (079.378). Texas Trade and Industrial Education Series.

Texas Education Agency, Austin. Dept. of Health Occupations Education.; Texas Univ., Austin. Div. of Extension.

Pub Date Aug 71

Note—177p.

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (Study Guide and Unit Tests \$8.50; Answer Book \$4.00)

Document Not Available from EDRS.

Descriptors—Answer Keys, Bibliographies, Cooperative Education, Goal Orientation, Objective Tests, \*Physical Therapy Aides, Resource Materials, Secondary Grades, Student Records, \*Study Guides, \*Supervision, \*Technical Education, Textbook Assignments, \*Trade and Industrial Education

This study guide for the physical therapy aide, as one of a series designed to present related technical instruction to students in trade and industrial education, is intended for use under the direct supervision of a vocational instructor or instructor-coordinator. Developed by a materials specialist, this document contains a separate answer book, student record sheets for cooperative work experiences and classroom progress, information sheets, assignment sheets, and a bibliography. Unit tests are provided separately, with sentences for completion, multiple-choice items, true-false statements, and short-answer questions for discussion. Each assignment sheet includes a resource list, questions to be answered, basic information, goals, and the subject area. Teaching suggestions precede nine instructional units covering a wide range of topics, from clerical duties to human physiology. This document is 5-hole punched for ease in insertion into a notebook. (AG)

ED 074 247 VT 019 531

Robertson, Jack E.

A Distributive Education Curriculum Guide for High School Programs in Texas.

Texas Univ., Austin. Div. of Extension.

Pub Date Jan 72

Note—104p.

Available from—Instructional Materials Services, Division of Extension, The University of Texas at Austin, Austin, Texas 78712 (\$4.50)

Document Not Available from EDRS.

Descriptors—Course Content, Course Descriptions, \*Distributive Education, Glossaries, Lesson Plans, Manuals, Secondary Grades, \*State Curriculum Guides, \*Teaching Guides

Identifiers—\*Texas

This guide is designed to provide teacher-coordinators with: (1) guidance in the selection of subjects to teach, (2) a suggested sequence of instruction, (3) suggested time allotments for each subject area, (4) ideas for compiling a teaching curriculum, and (5) a glossary of standard terms used in distributive education. Compiled of the teaching experiences and ideas of many teacher-coordinators and administrators, this curriculum guide includes the following topics: (1) Distributive Education - An Overview, (2) Curriculum Format, (3) A Course Prospectus, (4) A Curriculum Guide, and (5) References and Textbooks for Distributive Education. (SN)

ED 074 248 VT 019 532

Preliminary Report of Minority Group Employment in the Federal Government 1969.

Civil Service Commission, Washington, D.C.

Report No.—SM-70-69A

Pub Date 70

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CS1.48-SM70-69A, \$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Employment, Employment Practices, Employment Statistics, Employment Trends, \*Federal Government, \*Minority Groups, \*Occupational Surveys, \*Statistical Data

Highlighted in this document are the statistical findings of a survey of minorities employed in federal agencies as of 1969, and a summary of program changes which have resulted since 1967. Findings from the survey include: (1) minority groups as a whole comprise 19.2 percent of the full time federal civilian work force in the United States, (2) approximately 36 percent of all minority group employees are under the General Schedule or a similar pay system, (3) the minority group employees are concentrated in the lower income brackets of each pay system, (4) of the 501,000 minority employees on the rolls on November 30, 1969, almost 495,000 (98.8 percent) were located in the United States, (5) nearly a fourth of all federal employees in the United States and about 30 percent of those belonging to a minority group are located either in the central office area or the Philadelphia region, (6) minority group employees hold about 24 percent of the federal civilian jobs in standard metropolitan statistical areas, and (7) the five largest federal departments and two largest independent agencies employ the majority of the minority civilian work force. Tables containing more explicit information are appended. (Author/SN)

ED 074 249 VT 019 533

Food and Nutrition, In-Service Training for Extension Aides: A Problem-Centered Approach.

Department of Agriculture, Washington, D. C.

Extension Service.

Report No.—PA-1008

Pub Date May 72

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A1.68:1008, \$3.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Foods Instruction, \*Guides, Home Economics Education, \*Inservice Programs, Instructional Materials, Instructional Programs, \*Nutrition Instruction, \*Occupational Home Economics

Identifiers—\*Extension Aides

This guide is intended to assist trainer agents in providing inservice training for extension aides working with low-income families whose resources are limited. Included are a list of reference materials from which additional information may be obtained as well as outlines for units of study on: (1) What Food Means To People, (2) Breads and Cereals, (3) Milk and Milk Products, (4) Meats and Meat Substitutes, (5) Fruits and Vegetables, and (6) Eating Patterns and a daily food guide. (SN)

ED 074 250 VT 019 535

Building Materials Technology and Selling, A Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Spons Agency—Lumbermen's Association of Texas, Austin.

Pub Date 72

Note—608p.

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (Manual \$21.95; Answer Book \$3.95)

Document Not Available from EDRS.

Descriptors—Answer Keys, Behavioral Objectives, \*Building Materials, Building Trades, \*Construction Industry, \*Distributive Education, Glossaries, \*Industrial Technology, \*Manuals, Marketing, Occupational Information, On the Job Training, Secondary Grades, Student Projects, Teaching Procedures, Visual Aids

This manual on current building materials technology and selling, together with a separate answer key for the self-study assignments, contains detailed product information purchased from The Retail Lumber Dealers Foundation of Rochester, New York, teaching guidelines, behavioral objectives, and occupational information. Developed by means of a grant-in-aid for a research project, this manual is intended for on-the-job training of distributive education students, the building materials employee, and for professional building materials and home improvement salesmen. A wide range of study assignments, intended for use with a related document on home improvement selling (available as VT 019 536 in this issue), includes questions for students, student projects, and lists of required references. Several visual aids illustrate the text, which with the answer key, is 3-hole punched for easy insertion or removal of pages. Covering subjects rang-

ing from lumber to cement, each topical unit includes term definitions and worksheets. (AG)

ED 074 251 VT 019 536

Batis, Harry P.

Home Improvement Selling, a Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Spons Agency—National Home Improvement Council, Inc., New York, N.Y.

Pub Date 72

Note—335p.

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (Manual \$11.50; Answer Book \$2.00)

Document Not Available from EDRS.

Descriptors—Answer Keys, Behavioral Objectives, Bibliographies, \*Building Improvement, Business Education, \*Distributive Education, Facility Expansion, Glossaries, \*Housing Industry, \*Industrial Training, \*Manuals, Marketing, Post Secondary Education, Secondary Grades, Student Projects, Visual Aids, Vocational Development

Identifiers—\*Home Improvement

This distributive education manual on home improvement selling, together with a separate answer key for study questions included in each of the 24 chapters, contains detailed instructional units with project assignments, behavioral objectives, teaching guidelines, a glossary, and a bibliography. Developed by members of the National Home Improvement Council as part of a wholesale selling and management project, this manual is intended for use in training distributive education and marketing students at the high school and community college levels as well as in training new and experienced salesmen. A wide range of visual aids illustrates the text, which, with the answer book, is 3-hole punched for easy insertion or removal of pages. Covering subjects ranging from customer behavior to cost estimating, this document is related to a manual on building materials technology and selling, available as VT 019 535 in this issue. (AG)

ED 074 252 VT 019 537

Hatchett, Melvin S.

Merchandise Display, a Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Pub Date Jan 72

Note—258p.; Fourth Edition

Available from—Instructional Materials Services, Division of Extension, The University of Texas, Austin, Texas 78712 (Manual \$6.00, Answer Book \$2.00)

Document Not Available from EDRS.

Descriptors—Answer Keys, Background, Bibliographies, Commercial Art, Construction (Process), \*Display Panels, \*Distributive Education, \*Manuals, \*Merchandising, Salesmanship, Student Projects, \*Textbook Assignments, Trainees, Training Objectives, Visual Aids

Identifiers—\*Merchandise Display

This revised manual in basic merchandise display for trainees in distributive education, together with a separate answer key, contains 23 self-study assignments, each with training objectives, questions to answer, and student projects. Developed by a distributive education coordinator, these assignments cover a wide range of topics, from the principles of design to specific product display information. Several visual aids illustrate the text, which is 3-hole punched for easy insertion or removal of pages. Background information on merchandising and a bibliography are provided. (AG)

ED 074 253 VT 019 538

Adams, J. David

Drugstore Selling and Merchandising, a Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Pub Date Aug 72

Note—184p.

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (Manual \$7.00, Answer Book \$2.00)

Document Not Available from EDRS.

Descriptors—Answer Keys, \*Distributive Education, \*Manuals, Merchandise Information, \*Merchandising, \*Sales Occupations, Secondary Grades, Student Projects, \*Textbook Assignments, Trainees, Training Objectives, Visual Aids



## Identifiers—\*Drugstores

This manual on drugstore selling and merchandising, together with a separate answer key, is intended for trainees in distributive education. The 18 self-study assignments, developed by an instructional coordinator with the aid of college professors and leaders in business, cover a wide range of topics, from effective sales techniques to specific product information. Several visual aids illustrate the text, which is 3-hole punched for easy insertion or removal of pages. For each assignment, training objectives, questions to answer, and student projects are provided. (AG)

ED 074 254

VT 019 539

Martin, Charles H. Cyrus, Cinda L. Advertising, a Distributive Education Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Pub Date Sep 72

Note—143p.

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (Manual \$4.00, Answer Book \$2.00)

## Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Answer Keys, \*Distributive Education, Individualized Instruction, Instructional Innovation, \*Job Training, \*Manuals, Merchandising, \*Publicize, Secondary Grades, Student Projects, \*Textbook Assignments, Trainees, Training Objectives, Visual Aids, Vocational Development

This revised manual for individualized instruction of distributive education trainees at the high school or junior college level in basic advertising and sales promotion activities includes 15 self-study assignments, teaching suggestions, and a bibliography. Together with a separate answer key, each assignment provides student questions and behavioral objectives. Bonus questions and student projects enrich the text, which is organized into subtopical headings. Several visual aids illustrate the text, which is 3-hole punched for easy insertion or removal of pages. Developed by an instructor of advertising, this individualized innovative study guide covers a wide range of topics, from market research to layout and design. (AG)

ED 074 255

VT 019 540

Woodall, Thomas E. Olson, LeVene A.

Education for Reality: In-Service Design for Teacher Orientation in Career Education.

Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.

Pub Date [72]

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, County Programs, Depressed Areas (Geographic), Developmental Programs, Elementary Grades, Goal Orientation, Humanities, \*Inservice Teacher Education, \*Laboratory Training, Rural Areas, Secondary Grades, Sequential Approach, \*Teacher Workshops, Teaching Methods, \*Team Training, Vocational Development

## Identifiers—Educational Awareness

This federally-funded developmental comprehensive career education program for the elementary and secondary grades in a West Virginia county is intended to provide a model for career education in rural economically depressed areas. Developed by 34 teachers and principals, a guidance coordinator, and an administrator at a 1-week workshop, the program design includes: (1) career awareness activities for the elementary grades, (2) career orientation in Grades 7 and 8, (3) career exploration in Grades 9 and 10, (4) occupational guidance, counseling, and job placement, and (5) skill development activities for non-vocational students. A sequential approach for implementing this integrated exemplary project was utilized in seven pilot schools. In order to develop problem-solving abilities and allow educators to function as change agents, the workshop used a modified laboratory training approach that focused on the interaction process and task elements of program development. Small group discussions, resource speakers and consultants, team-building, role playing, unit development, and continuous feedback were techniques used to improve the human relations aspect of program development. Daily workshop activities are detailed, and resource materials are appended. (AG)

ED 074 256

VT 019 637

Hiestand, Dale L.

Discrimination in Employment: An Appraisal of the Research. Policy Papers in Human Resources and Industrial Relations 16.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Feb 70

Note—68p.

Available from—Publications Office, Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Michigan 48106 (no price quoted)

## Document Not Available from EDRS.

Descriptors—\*Discriminatory Attitudes (Social), Employment Patterns, \*Employment Practices, \*Equal Opportunities (Jobs), Evaluation, Human Resources, Labor Market, Manpower Utilization, \*Racial Discrimination, Research Needs, \*Sex Discrimination, Subemployment, Underemployed

This paper appraises some completed and current research into discrimination in employment and indicates directions and questions for future research. Most research views discrimination as an economic waste and a social and moral evil, and so should be appraised in the light of the impact that it may have on eliminating or reducing discrimination. Included in the paper are discussions of the nature and types of discrimination, differential patterns in employment, equal opportunity through law, and priorities in research. Highest research priority should be given to analyzing the implications for minorities of the labor market structure and operations. Equally important should be an analysis of efforts to transcend market and economic processes by direct pressure, demonstrations, boycotts, and the like. A third area of highest priority in research into employment discrimination is the effect of the emerging minority middle class. (MF)

ED 074 257

VT 019 638

Morgan, Margaret K., Ed. Canfield, Albert A., Ed.

Administrative Competencies in Education and the Allied Health Professions.

Florida Univ., Gainesville. Center for Allied Health Instructional Personnel.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Dec 72

Note—54p.; Papers presented at conference sponsored by the Center for Allied Health Instructional Personnel (Gainesville, Fla., June 1-2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, \*Administrator Qualifications, Administrator Responsibility, Conference Reports, \*Educational Administration, Health Facilities, \*Health Occupations Education, \*Paramedical Occupations, \*Performance Criteria, Schools of Education

A 2-day conference was designed by the staff of the University of Florida Center for Allied Health Instructional Personnel to identify competencies of department chairmen, clinical supervisors, deans of schools of allied health professions, administrators or coordinators of health agencies, and educational leaders in professional or governmental health agencies. Presentations during the conference dealt with expectations of department chairmen and administrators of educational and health care institutions, current developments in educational administration, and the role of field stations in the preparation of educational administrators. From these presentations, approximately 150 characteristics were identified as being desirable for middle management in the health related professions and in educational administration. These 150 characteristics were later screened for duplication, and the list was submitted for corroboration to panels of judges. Included in this report are texts of the presentations and lists of competencies for such administrator functions as group leader, resource developer, educator, communicator, health care supervisor, fiscal officer, and evaluator. A related publication delineating teacher competencies for the field of allied health is available as VT 019 639 in this issue. (SB)

ED 074 258

VT 019 639

Canfield, Albert A., Ed.

Competencies for Allied Health Instructors.

Florida Univ., Gainesville. Center for Allied Health Instructional Personnel.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Dec 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Qualifications, Curriculum Development, Educational Programs, Educational Research, \*Health Occupations Education, \*Paramedical Occupations, \*Performance Based Teacher Education, \*Performance Criteria, Teacher Education, \*Teaching Skills

To assist the Colleges of Health Related Professions and Education of the University of Florida in developing and implementing a competency-based teacher education program for preparing allied health teachers, the Center for Allied Health Instructional Personnel conducted a study which resulted in the development of a structure of competencies related to effective performance as a faculty member in the field of allied health. Project activities consisted of: (1) departmental reviews; (2) committee meetings, in which kinds of abilities essential to teaching allied health were examined and competency statements were developed; and (3) a 2-day conference where the administrative competency statements were evaluated and refined. This report contains the first efforts at delineating objectives to guide program development, including: (1) statements of general program goals; (2) competency area definitions; and (3) competency statements for the areas of instruction, curriculum development and planning, education, administration and supervision, research, community health concepts, and specialty theory and skills. Project staff and students have begun the process of developing more detailed instructional objectives, and there are plans to prepare approximately 50 sample instructional modules. The conference proceedings are available as VT 019 638 in this issue. (SB)

ED 074 259

VT 019 640

Annual Report on the Occupations, Job Status and Ethnic Characteristics of Employees in New York State Agencies, 1971 (Fifth).

New York State Dept. of Civil Service, Albany, N.Y.

Pub Date 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Comparative Analysis, Employment Level, \*Ethnic Distribution, \*Government Employees, \*Minority Groups, \*Occupational Surveys, \*State Agencies

## Identifiers—\*New York

This report presents the results of the fifth annual ethnic survey of New York State Civil Service employees by ethnic group, occupational group, Civil Service jurisdictional class, sex, and salary grade. As this survey marks the midpoint of a 10-year authorization by the Governor, a comparison is made of the 1971 figures with the situation in 1967, the year of the first survey. Minority employment increased during the 5-year period both absolutely and as a proportion of the total work force. Minority representation in State employment closely approximates minority group representation of 16.7 percent in the State population as of the 1970 census. The report is published to provide direction in the continuing effort to assure equal employment opportunity for all groups. (MF)

ED 074 260

VT 019 641

Holt, Charles C. And Others

The Unemployment-Inflation Dilemma: A Manpower Solution.

Urban Inst., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 71

Note—113p.

Available from—Publications Office, The Urban Institute, 2100 M Street, NW, Washington, D.C. 20037 (\$2.95)

## Document Not Available from EDRS.

Descriptors—\*Economic Research, Employment Programs, \*Financial Policy, \*Labor Economics, Labor Market, \*Manpower Utilization, Mathematical Models, Public Policy, Statistical Analysis, \*Unemployment



**Identifiers—\*Inflation**

Unemployment and inflation pose a trade-off problem with one being employed at the expense of the other, seriously hampering efforts to deal effectively with poverty, crime, pollution, and other domestic problems. When unemployment is high, real income is relatively low so the nation feels that it cannot afford measures to solve these questions. But when inflation is high, spending is resisted for fear of contributing to higher inflation. As national policy concern shifts from unemployment to inflation and back again, aggregate demand measures are shifted alternately to supply economic restraint or stimulus with many undesirable side effects and no real solution to the problem. In their search for more promising policy approaches, the authors conclude that monetary and fiscal policies have reached the limits of their capability to attain lasting full employment and price stability. For further improvement we must seek structural change in the economy. Manpower programs have the potential for reducing unemployment without causing inflation. (MF)

**ED 074 261** VT 019 643

**Tennessee Distributive Education Teacher Coordinators' Handbook.**

Tennessee Univ., Knoxville. Dept. of Distributive Education.

Note—174p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Administrator Guides, Administrator Qualifications, Adult Education, Community Involvement, \*Distributive Education, Evaluation Techniques, Facility Requirements, \*Instructor Coordinators, Program Coordination, Program Planning, Resource Materials, \*State Programs, Teacher Role, \*Vocational Education, Youth Clubs

Identifiers—\*Tennessee

The purpose of this handbook is to delimit the scope of distributive education in Tennessee and to provide guidelines for vocational program development in distributive education. Intended as a guide for the local distributive education teacher-coordinator, this handbook will also prove useful for administrators, guidance counselors, and businessmen. Responsibilities and qualifications for the teacher-coordinator are specified. The roles of the steering and advisory committees in program planning are delineated. The uses of community surveys, student interest surveys, and followup surveys in distributive education programs are discussed. Facility requirements for individualized and group instruction in a distributive education laboratory are given. General and specific program planning and coordination activities are detailed, taking into account adult education, continuing education, cooperative education, and project training methods. Sample program forms, followup and evaluation techniques, and a glossary are included. A description of the Distributive Education Clubs of America is provided. (AG)

**ED 074 262** VT 019 656

Korizek, William A.

**The Next Step—A Comprehensive Program in Occupational Preparation and Placement. Second Year Interim Report.**

Helena School District 1, Mont.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—BR-0-361-0169

Pub Date 31 Oct 72

Contract—OEC-0-71-0684(361)

Note—246p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Activity Units, \*Career Education, \*Career Planning, Developmental Programs, Dropout Prevention, Goal Orientation, Job Placement, Measurement Instruments, Occupational Guidance, \*Occupational Information, Program Descriptions, \*Program Evaluation, \*Vocational Counseling, Work Experience Programs

Identifiers—\*Exemplary Programs

The second year report of this exemplary project describes the problems, objectives, and programs for the development of a comprehensive and sequentially planned effort for career education. Most of the document consists of the project evaluation and the appendices of materials relating to the project. Evaluation outlined the need for more occupational orientation and work experiences in the senior high grades, with inten-

sive occupational guidance and counseling. Continued funding for the project was recommended subject to implementation in the areas noted. A related document is available as ED 060 187. (MF)

**ED 074 263** VT 019 657

**Manpower for the Human Services. Monograph Number Six: Human Services Generalist Classification Series.**

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Feb 73

Note—66p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Career Ladders, \*Career Opportunities, Employment Opportunities, \*Human Services, Job Development, \*Manpower Development, \*Manpower Utilization, Occupations, On the Job Training

Identifiers—Human Services Manpower Career Center

This monograph is the sixth in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U.S. Department of Labor. This report describes the human services generalist series of twelve steps of which four represent varying levels of entry position. The model establishes a variety of career ladders in the human services field, defining the roles and occupational requirements of the proposed positions and detailing tasks to be performed by the worker. Each position classification within the series contains a provision for the worker to participate in both a multi-disciplinary institutional type training program and an on-the-job training experience. The document includes the proposed model human services worker classification series training sets. An appendix provides a proposed salary schedule of human services workers as well as a list of contributors and several letters of involved agencies. The first five monographs in the series are available as ED 066 568 and ED 066 570-ED 066 573. (SB/MU)

**ED 074 264** VT 019 703

Meyer, Judy

**A Review of Pilot Vocational Programs for the Handicapped in Texas.**

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Sep 72

Note—140p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Educational Programs, Evaluation Criteria, Guidelines, \*Handicapped, \*Pilot Projects, \*Program Administration, Program Evaluation, \*Program Planning, Program Proposals, Special Education, \*Vocational Education, Vocational Rehabilitation

Identifiers—\*Texas

This review of operational vocational programs for handicapped students in Texas was conducted to: (1) ascertain areas of strength and areas which need support in order to make recommendations for future programming, and (2) develop proposal and self-evaluation guidelines. To gain necessary information, site visits were made to 27 local school districts in Texas and to programs in 13 other states, where interviews were held with representatives from the disciplines of vocational education, special education, and vocational rehabilitation. Interviews were balanced between administrators, teachers, counselors, employers, interested citizens, Education Service Center administrators and professional staff, and Department of Education college professors. On the basis of interview data and a review of relevant research, recommendations were made for each level of program administration. These recommendations along with information secured from other states and descriptions of unusual programs and approaches are included in this report. A summary of the project activities is available as VT 019 712 and the guidelines for proposal evaluation and program self-evaluation are available as VT 019 713 and VT 019 714, respectively, in this issue. (SB)

**ED 074 265**

Mead, Rosemary. And Others.  
**Guidelines for Career Awareness.**  
Owensboro Extension Center, Ky.  
Pub Date 72

Note—161p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Behavioral Objectives, \*Career Education, \*Curriculum Development, Elementary Grades, \*Guidelines, Humanities, Learning Activities, Lesson Plans, Occupational Clusters, \*Regional Planning, \*Regional Programs, Resource Materials, Speeches, Vocational Development

Identifiers—\*Career Awareness

These extensive guidelines for integrated career education programs at the elementary level were developed by a regional coordinator, an elementary teacher, and an intermediate teacher at a 2-week regional workshop in western Kentucky. The ten chapters include: (1) a rationale for developing career awareness, (2) self-evaluation guidelines for the coordinator and the teacher, (3) suggestions for unit development, (4) sample lesson plans, (5) suggested learning activities, (6) behavioral objectives, (7) concepts, (8) resource lists, (9) an overview of selected career education programs, and (10) excerpts from current speeches about career education. Cartoons illustrate the text, which includes occupational information for various occupational clusters. (AG)

**ED 074 266** VT 019 705

**Career Education Guide, K-14.**

Lakeshore Technical Inst., Sheboygan, Wis.; Sheboygan Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-1027(361)

Note—698p.; Prepared at Lakeshore Technical Institute—Sheboygan Public Schools 1972 Career Education Summer Workshop.

**EDRS Price MF-\$0.65 HC-\$23.03**

Descriptors—\*Articulation (Program), Behavioral Objectives, \*Career Education, Concept Formation, Elementary Grades, Evaluation Techniques, Goal Orientation, Humanities, Integrated Curriculum, Learning Activities, \*Models, Post Secondary Education, Resource Materials, Secondary Grades, \*Teaching Guides, \*Vocational Development

Identifiers—Career Awareness, Self Awareness

This expanded career education teaching guide for Kindergarten through Grade 14 presents a career development model, rationales for various grade levels, and general goals and concepts for an integrated curriculum. Developed at a federally funded summer workshop by 11 counselors, 76 teachers, resource consultants, and leaders in business and industry, this detailed program guide constitutes part of an articulation project developed by administrators, a vocational coordinator, and vocational instructors. For each concept in the three basic developmental decision-making components—self, work world, and career planning and preparation—general and specific behavioral objectives, appropriate subject areas, and resource lists are correlated with learning activities and evaluation techniques in a 3-column format. Covering a wide variety of topics, ranging from language arts to marketing, the guide provides role definitions of the counselor and the vocational coordinator. This document is related to an earlier teaching guide, available as ED 061 429. (AG)

**ED 074 267** VT 019 706

Langstrum, Ruth M.

**Selected Factors Related to Occupational Preference of High School Students Enrolled in Vocational Education Programs in the Wichita Public Schools.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Pub Date Jan 73

Note—213p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Career Planning, Educational Research, \*High School Students, \*Occupational Aspiration, \*Occupational Choice, Parent Influence, Sex Differences, Social Influences, Teacher Influence, \*Vocational Education

Identifiers—Roes Occupational Classifications, Wichita Public Schools

To determine some of the factors involved in a high school student's choice of occupation, data were collected by questionnaire from 366 senior high school students enrolled in distributive, occupational home economics, office occupations, and industrial education programs. Roe's occupational classification system was used to code the students' occupational choices into one of eight occupational groups based on the primary focus of activity in the occupation and into one of six occupational levels based on the degree of personal autonomy and level of skill and training required. Analyses of similarities and differences between students' occupational choices revealed: (1) Decisiveness of occupational choice seemed to correspond with satisfaction with school in general and with the value of school work in eventual employment, (2) Male students were more independent of friends' influence regarding their occupational preferences and choices than were females, (3) Teachers were consistently seen as most influential regarding occupational preferences and choices, and (4) Fathers' occupations were related to the sons' occupational choice, but mothers' occupations did not seem to be related to daughters' occupational choices. (SB)

**ED 074 268** VT 019 707  
**A Study of the Problems Facing Vietnam Era Veterans on their Readjustment to Civilian Life.**  
 Senate Committee Print Number 7.

Congress of the U.S., Washington, D.C. Senate Committee on Veterans Affairs.  
 Pub Date 31 Jan 72

Note—274p.; Report of a survey conducted for the Veterans' Administration by Louis Harris & Associates, Inc.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. Y4.V64/3;V67/2, \$2.00)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Adjustment (to Environment), \*Drug Abuse, Educational Background, \*Employment Problems, Employment Services, \*Manpower Utilization, National Surveys, Public Opinion, Tables (Data), Transfer of Training, \*Veterans

This study was conducted to: (1) examine the extent of the problems Vietnam era veterans face in readjusting to civilian life after their separation from the armed forces, (2) determine whether they differ from those experienced by returning servicemen of past wars, and (3) suggest ways that the process might be made easier for veterans not yet separated. To secure information, personal interviews were conducted in 1,490 households, among 2,003 recently separated veterans, and with 786 business executives, representing prospective employers. Some findings were: (1) The American public and employers are aware of how returning veterans should be treated and yet are guilty about the way exservicemen are being treated, (2) The state of the economy and greater competition in the job market contribute to the difficulty veterans face in finding jobs, and (3) Assimilation into the labor force after service does not appear to be related to educational attainment but to race and amount of time since separation. These and other results are provided in chapters covering: (1) the reception received by veterans following separation, (2) problems finding employment, (3) drug usage, and (4) the role of the Veterans Administration in facilitating readjustment. (SB)

**ED 074 269** VT 019 708  
**Aims College Operation Bridge Project. Phase 1, Preliminary Evaluation Report.**

National Spanish Speaking Management Association, Washington, D.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0120

Pub Date 21 Sep 72

Note—38p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Advisory Committees, \*Developmental Programs, Disadvantaged Youth, \*Junior Colleges, \*Mexican Americans, \*Program Evaluation, Vocational Development, \*Vocational Education

Identifiers—Aims College, Operation Bridge

Recognizing the adverse effects of poverty on Mexican Americans, and determined to help narrow the barriers caused by a low socioeconomic status, Aims College, a locally funded institution in Weld County, Colorado, conceptualized and implemented a special needs program designed to provide vocational and occupational training for disadvantaged students. Reported in this document is an evaluative assessment of the program (Operation Bridge). Data for the study were obtained through written interviews, field visits, personal observations, and questionnaires. Findings include: (1) The program's enrollment is approximately 150, (2) Approximately six tutors are provided, (3) Participants are of Chicano origin and are between the ages of 14 and 20 years, (4) Students on the whole appreciate the program and efforts of the staff; however, some feel that it is too over-protective and problem-solving from the top, and (5) A skills center as well as a trades and industry institute constitute the program. Recommendations directed toward the administration, the advisory board, and the students are included. (Author/SN)

**ED 074 270** VT 019 709  
**Dobson, L. Douglas Edwards, J. Terry**  
**Perception and Information: Vocational Education in Florida.**

Douglas Research Associates, Inc., Tallahassee, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jul 71

Note—117p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Educational Opportunities, Housewives, \*Information Needs, Information Services, \*Information Sources, Low Income Groups, Minority Groups, \*Public Opinion, Service Workers, \*State Surveys, Unskilled Workers, \*Vocational Education

Identifiers—\*Florida

This report is the first of a 2-part study aimed at assessing levels of information about and perceptions of vocational, technical, and adult education (VTAE) in Florida. Analysis of data collected during a statewide survey of 630 Florida residents in late March and early April 1971 revealed that perceptions of VTAE seem to be generally positive, but information about vocational education seems to be low as well as unrelated, in any systematic way, to images of VTAE. It was also found that some groups, namely older citizens and housewives, are reticent in regard to participation in VTAE program. When asked to define the term vocational education, persons of higher social status tended to respond in concrete terms, viewing vocational education as either specific skills, training, or education, while lower status persons tended to say that vocational education was "something good." Groups identified as potential users of public information programs included: (1) low income groups, (2) high school dropouts, (3) service and manual workers, (4) non-whites, (5) housewives, and (6) senior citizens. The type of information needed and method for channeling it to each of the target groups should be determined under controlled testing. The sample design and questionnaire are appended. (SB)

**ED 074 271** VT 019 710  
**Schrodi, Tom And Others**  
**Career Education Pilot Project K-14. Orange County Consortium. Needs Assessment.**

Orange Unified School District, Calif.; Rancho Santiago Community Coll., Santa Ana, Calif.; Santa Ana Unified School District, Calif.

Note—123p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Area Studies, \*Career Education, Curriculum Evaluation, \*Educational Needs, \*Evaluation, \*Pilot Projects, \*Program Evaluation

Identifiers—Orange County Consortium

Summarized are the outcomes of a needs assessment of the Career Education Pilot Project for grades K-14 conducted in the Orange County (California) Consortium. Interviews and questionnaires were used to obtain data from teachers, students, and parents on the target area as well as from 150 service agencies in the communities. Findings include: (1) Elementary teachers appear to be doing a more complete job of teaching work attitudes than are secondary teachers, (2)

Teaching attitudes toward leisure time appear to be weaker at the secondary level, (3) Elementary teachers appear to be doing less than other teachers in encouraging questions on career information in class, (4) A large percentage of teachers at all grade levels and in all subject areas have not given students opportunities to solve problems and make decisions about career choices, (5) Less career awareness has been taught at the secondary level, (6) Economic awareness is taught more consistently at the elementary level, (7) The teaching of the educational and training requirements for occupations has not been adequately taught, (8) Other than the traditionally vocational subjects, there is little evidence of a written curriculum, and (9) Less than 6 percent of the elementary teachers and 21 percent of the secondary teachers have been involved in curriculum review. (Author/SN)

**ED 074 272** VT 019 711

**Turner, Delma**

**References for Vocational Orientation in the Elementary Grades.**

Arkansas State Dept. of Education, Little Rock. Div. of Instructional Services.

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, Career Planning, Careers, \*Elementary Grades, \*Individual Counseling, \*Occupational Guidance, \*Occupational Information, Reference Materials, Vocational Counseling

This annotated bibliography for grades 1-6 contains over 300 books, published primarily within the past 10 years, which provide information on careers or job descriptions. Entries are arranged alphabetically by title and include author(s), suggested grade level, publication information, price, and an annotation pertaining to occupational or personal guidance. A list of sources from which the books were obtained and a list of films and their availability are included. (SB)

**ED 074 273** VT 019 712

**Meyer, Judy**

**The Development of Evaluative Criteria for Training the Handicapped: A Summary of Project Activities.**

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Sep 72

Note—35p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Evaluation Criteria, \*Guidelines, \*Handicapped, \*Pilot Projects, Program Administration, Program Evaluation, Program Planning, Program Proposals, Special Education, \*Vocational Education, Vocational Rehabilitation

Identifiers—\*Texas

This report summarizes the year's activities of a project designed to: (1) review pilot programs in vocational education for the handicapped in Texas, (2) develop guidelines for the Texas Education Agency to use in evaluating pilot proposals for training the handicapped under provisions of the Vocational Education Amendments of 1968, and (3) develop guidelines for school districts to follow in designing and evaluating programs for the handicapped. The review of pilot programs is available as VT 019 703, while the guidelines for proposal evaluation and self-evaluation of programs are available as VT 019 713 and VT 019 714, respectively, in this issue. (SB)

**ED 074 274** VT 019 713

**Meyer, Judy**

**Guide to Proposal Evaluation for Vocational Education of the Handicapped.**

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Sep 72

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Planning, Educational Programs, Evaluation, \*Evaluation Criteria, Guidelines, \*Handicapped, \*Pilot Projects, \*Program Proposals, Research Proposals, Special Education, Statewide Planning, \*Vocational Education

Identifiers—\*Texas



In order to evaluate proposals seeking state funds from the Division of Occupational Research and Development of the Texas Education Agency for pilot vocational education programs for the handicapped, there must first be a specific state plan. This state plan should clearly specify first and fifth year goals and resolve whether the primary emphasis is to be integration of special education students into regular vocational classes or maintenance of separate vocational classes for these students. Once the plan has been developed, program priorities can be determined and disseminated to school districts, and local education agencies can be encouraged to submit proposals. Should a proposal fit within the framework of the state plan, it should be evaluated to determine whether it includes the necessary elements and clearly answers such questions as: (1) What is to be done, (2) When is it to be done, (3) Who is responsible, (4) How will it be done, (5) Who are the recipients, (6) What is the desired outcome, and (7) How will the outcome be measured. Sections of this manual discuss the necessary proposal elements and provide an expanded list of questions to use when evaluating a proposal. Sample proposal formats are appended. Related documents are available as VT 019 703, VT 019 712, and VT 019 714 in this issue. (SB)

**ED 074 275** VT 019 714

Meyer, Judy

**Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students.**

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 72

Note—39p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrator Guides, Educational Objectives, Evaluation Criteria, Formative Evaluation, Guidelines, \*Handicapped, Program Administration, Program Coordination, Program Effectiveness, \*Program Evaluation, Self Evaluation, Special Education, \*Vocational Education

Identifiers—\*Texas

Intended for use by Texas school administrators in developing and operating programs to better meet the vocational education needs of their handicapped students, this guide first examines the need for a clearly developed program design with specific objectives as the foundation on which program evaluation is based. Following this examination is a discussion of the following evaluation stages: (1) evaluation of the program's progress toward meeting the stated objectives, (2) evaluation of interlocking services which contribute to the desired outcome, and (3) evaluation of the product. This discussion also includes evaluative questions pertaining to: (1) aspects of the vocational program such as student selection and referral, class content and methodology, and teacher competence, (2) coordination between the vocational and special education departments and amount of parental involvement in the program, (3) administrative coordination of program facilities and type of organizational structure, and (4) product evaluation. A program evaluation checklist is appended. Related documents are available as VT 019 703, VT 019 712, and VT 019 713 in this issue. (SB)

**ED 074 276** VT 019 715

**Administrative Utility Analysis: Study Summary.**

Peat, Marwick, Mitchell and Co., San Juan, Puerto Rico.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.

Pub Date Aug 71

Note—55p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Charts, \*Educational Programs, \*Organization, \*State Departments of Education, Systems Analysis, \*Use Studies, \*Vocational Education

Identifiers—\*Puerto Rico

This document summarizes the recommendations made as a result of a study on administrative utility analysis and vocational education programs for Puerto Rico. The major recommendation was that the Area of Vocational and Technical Education (AVTE) in the Puerto Rico Department of Education be restructured at the central organizational level, for which various level positions, offices functions, and responsibilities are detailed. Included are general guidelines with regard to the internal management structure and operating methods for the individual vocational programs. Organization structures are presented for specific area programs in industrial arts, health occupations, industrial and technical education, vocational agriculture education, home economics education, business education, distribution and marketing education, vocation guidance, and special programs. Other recommendations were made for restructuring the AVTE regional organization, planning and budgeting operations, and all internal systems and procedures. Present and recommended organization charts for the AVTE administrative organization and for the various vocational and technical education programs are appended. Related documents are available as VT 019 716 and VT 019 717. (MF)

partment of Education be restructured at the central organizational level, for which various level positions, offices functions, and responsibilities are detailed. Included are general guidelines with regard to the internal management structure and operating methods for the individual vocational programs. Organization structures are presented for specific area programs in industrial arts, health occupations, industrial and technical education, vocational agriculture education, home economics education, business education, distribution and marketing education, vocation guidance, and special programs. Other recommendations were made for restructuring the AVTE regional organization, planning and budgeting operations, and all internal systems and procedures. Present and recommended organization charts for the AVTE administrative organization and for the various vocational and technical education programs are appended. Related documents are available as VT 019 716 and VT 019 717. (MF)

**ED 074 277** VT 019 716

**Administrative Utility Analysis: Appendices.**

Peat, Marwick, Mitchell and Co., San Juan, Puerto Rico.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.

Pub Date 71

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Personnel, \*Educational Programs, Occupational Information, Program Planning, \*State Departments of Education, Systems Concepts, \*Vocational Directors, \*Vocational Education

Identifiers—Appendices, \*Puerto Rico

Appendixes to a study on administrative utility analysis and vocational education programs for the Area of Vocational and Technical Education (AVTE) in the Puerto Rico Department of Education contain the planning and budgeting system elements, position descriptions, and information on the growth of vocational education in Puerto Rico. The elements for an integrated planning and budgeting system for AVTE should be stated as goals, objectives, evaluative criteria, program structure, multi-year financial plan, and establishment of priorities. Typical goal and objective structures for the commercial education program are shown. Position descriptions for the recommended AVTE administrative personnel include basic functions and principal duties. The growth of vocational education in Puerto Rico is illustrated by a graph and tables of the enrollments and estimated funds needed in the areas of secondary, post-secondary, adult, and special needs education and for facilities and services. Related documents are available as VT 019 715 and VT 019 717. (MF)

**ED 074 278** VT 019 717

**Administrative Utility Analysis.**

Peat, Marwick, Mitchell and Co., San Juan, Puerto Rico.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.

Pub Date 71

Note—150p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Administrative Organization, Budgeting, Charts, \*Educational Programs, \*Organization, Personnel Policy, Planning, \*State Departments of Education, Systems Analysis, \*Use Studies, \*Vocational Education

Identifiers—\*Puerto Rico

Puerto Rico's economic growth has accentuated the need for a larger vocational education program capable of handling the demand for occupationally-trained personnel. The Area of Vocational and Technical Education (AVTE) operates within the general structure of the Puerto Rico Department of Education, and AVTE programs must be adapted to the growth of and changes in occupational requirements. The Department of Education should adjust its accounting, personnel, purchasing, and communication procedures to better respond to the needs of AVTE. This report documents a study on administrative utility analysis and vocational education programs for AVTE. Recommendations are made for changes in organizational structure,

planning and budgeting, systems and procedures, personnel policies and salaries, and other areas affecting the management and organization of Puerto Rico's vocational education programs. Recommended organization charts are included. Related documents are available as VT 019 715 and VT 019 716. (MF)

**ED 074 279**

VT 019 719

Doty, Charles R.

**Workshop Report on the Education of Vocational-Technical Teacher Educators Using Microteaching, Video Feedback, and Microsupervision.**

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Jan 73

Note—66p.; Proceedings of Workshop, "Recent Developments in Technical Education - Priority Teaching Skills" (Rutgers University, July 10-21, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Closed Circuit Television, Educational Objectives, Feedback, Group Discussion, Microteaching, Participant Satisfaction, Skill Development, \*Summer Workshops, \*Supervisory Training, \*Teacher Educator Education, Teacher Educators, Teaching Skills, \*Training Techniques, Vocational Development, \*Vocational Education Teachers

Identifiers—\*New Jersey

This 10-day workshop, offered during the 1972 summer session at a state university, was intended to provide practice in teaching and supervisory techniques for persons preparing to be teacher educators in vocational education. Specific educational objectives for workshop participants were to: (1) write student and teacher performance objectives, (2) analyze a teaching skill to define necessary behavioral objectives for the teachers, (3) demonstrate proficiency in teaching skills selected by the student, (4) provide supervision in a face-to-face conference, via remote closed circuit television, and in a group supervisory conference, (5) write a script for a television presentation, and (6) provide a television program illustrating a teaching or supervisory skill. Microteaching, video feedback, instructor feedback, micro-supervision, video recorded teaching, and supervisory models were used as training techniques. Instruments that provided behavioral objectives for teaching and supervisory techniques were given. Participant evaluation of the workshop was positive, although more time is needed to practice these techniques. Also, the participants were too busy to analyze a teaching or supervisory technique in a group session. (AG)

**ED 074 280**

VT 019 720

Kohen, Andrew I.

**Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth, Volume 4.**

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jan 73

Note—206p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Career Change, Career Choice, Economic Factors, \*Educational Change, Educational Status Comparison, Employment, Labor Force, \*Longitudinal Studies, \*Males, Occupational Aspiration, \*Occupational Mobility, Out of School Youth, Socioeconomic Status, Unemployment, Wages, \*Youth Employment

This study is based on data collected in the first through fourth stages of a 5-year longitudinal study of 5,225 young men in the national civilian noninstitutional population who were 14 to 24 years of age at the time of the initial (Autumn 1966) interview. The purpose of this progress report is to describe the magnitudes and patterns of change in personal characteristics and in educational and labor market status that have occurred during the three years between the initial and fourth surveys and between the second and fourth surveys. Analysis of 1969 interview data from approximately 75 percent of the original sample suggest that: (1) high school graduates and dropouts can be distinguished by behavioral, experiential, and attitudinal differences, (2) interfirm movement (change in employer) by out-of-



school youth declined sharply with increasing job tenure, (3) a substantial amount of occupational movement occurred among out-of-school youth, (4) a substantial residue of unreality is exhibited in the young men's occupational aspirations, (5) patterns of change reflect the occupational progress expected as careers unfold, (6) instability of educational and occupational goals were exhibited, and (7) the socioeconomic gap between black and white youth was wider in 1969 than when these men first left school. Volumes 2 and 3 are available as ED 047 104 and ED 054 336, respectively. (SB)

ED 074 281 VT 019 721

Skalski, John M. Baratta, Anthony N.  
Adult Skills Training Center: Feasibility Study.  
Perth Amboy Board of Education, N.J.  
Pub Date 30 Jun 72  
Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Adult Programs, Adult Students, \*Adult Vocational Education, \*Community Surveys, \*Feasibility Studies, Manpower Development, \*Manpower Needs, Vocational Development, Vocational Training Centers

Identifiers—New Jersey, Perth Amboy

A 4-phase project, this study was conducted to determine the feasibility of a bilingual vocational skill training program for out-of-school youth and adults of the Perth Amboy Hispanic community. Sampled were 494 out-of-school youth and adults in the area. Findings include: (1) There is a significant need for an adult vocational skills training program, (2) The interest shown is widespread and consistent, (3) The training needs are in the areas of auto mechanics, secretarial, general office practice, nursing, business management, practical nursing/nursing aides, social work, cosmetology, carpentry, electrical technology, teaching, machine operation, and clerking. (SN)

ED 074 282 VT 019 723

Allen, Moyra Reidy, Mary  
Learning to Nurse: The First Five Years of the  
Ryerson Nursing Program.  
Registered Nurses' Association of Ontario.  
Spons Agency—Ontario Dept. of Health, Toronto.

Pub Date Apr 71

Note—294p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Comparative Analysis, Followup Studies, Individual Development, Medical Education, \*Nursing, \*Performance Factors, \*Program Evaluation, \*Student Characteristics, Student College Relationship, Systems Approach, Tables (Data), Teacher Role, \*Undergraduate Study, Vocational Development

Identifiers—Canada, \*Ryerson Polytechnical Institute

This 5-year study evaluates the first diploma nursing program in Canada within an educational institution, that of Ryerson Polytechnical Institute in Toronto. Various factors affecting student and Ryerson graduates performance are studied to answer two questions: (1) What type of nurse is being prepared through the Ryerson nursing program, and (2) Is this a practical way to prepare nurses? Specifically, data were collected relating to: (1) characteristics of students enrolling in the Ryerson program and of the graduates, (2) job performance as viewed from employer feedback, and (3) variables influencing the students. Comparisons were made with three progressive schools in Ontario—two large hospital schools and one autonomous school. Numerous tables present the data, which focus on seven main vectors within the system: (1) the students' personality development, (2) their increasing career orientation, (3) the benefits of Ryerson's academic freedom, (4) program activities, (5) faculty role, (6) internalizing the "professional" nursing norms, and (7) integration into the professional system. The Ryerson graduate gives good nursing care, developing both as an individual and a professional, which shows the potential value of a 6-semester college nursing program. Instruments used in the study are available as VT 019 889 in this issue. (Author/AG)

ED 074 283 VT 019 725

Nafziger, Dean H.  
A Markov Chain Analysis of the Movement of  
Young Men Using the Holland Occupational  
Classification.

Johns Hopkins Univ., Baltimore, Md. Center for  
the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSSOS-148

Pub Date Jan 73

Grant—OEG-2-7-061610-0207

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Career Change, Career Education, Classification, Comparative Analysis, \*Employment Patterns, Males, \*Mathematical Models, Occupational Mobility, \*Predictive Validity, Vocational Development, Work Experience, \*Young Adults

Identifiers—\*Holland Occupational Classification, Markov Chain Model

In order to describe and predict career patterns of young men, this report provides: (1) Markov chains of the career patterns for four groups of 5,225 young men divided according to race and age, (2) tests of the predictive validity of the chains, and (3) comparisons of the four race-groups using the Markov models. Using the Holland occupational classifications, initial interviews revealed statistically significant differences among the four groups. For instance, younger men generally showed a narrower range of occupational experience. For black men, the narrow range of experience persisted for the older group. Older white men held jobs in a broader range of occupational categories, and were more stable in their initial occupational categories. An attempt to establish the predictive validity of two of the four models was largely unsuccessful, indicating that the derived models could not be generalized. Since the Markov models did not improve the predictive efficiency of the Holland occupational classification, it is predicted that the subjects would maintain the Holland category of their initial occupation. (Author/AG)

ED 074 284 VT 019 726

Minority Ownership of Small Businesses: Instructional Handbook.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Office of Minority Business Enterprise (DOC), Washington, D.C.

Report No.—DHEW-OE-72-27

Pub Date 72

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HES.287:87960, \$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Vocational Education, \*Business Administration, \*Business Education, Business Skills, \*Case Studies, Discriminatory Attitudes (Social), Government Publications, \*Minority Groups, Negro Businesses, Racial Discrimination, Socioeconomic Background, Supplementary Reading Materials, Vocational Development

This handbook is intended to provide supplementary instruction on basic business techniques for adult minority students in business education. Relevant information on how to start a business is provided by means of actual business situations and problems encountered in 30 recent minority business ventures. Focusing on business procedures and practices, each problem area is illustrated with specific experiences drawn from these case studies of 30 businesses, of which half failed. A broad spectrum of small businesses were selected, including retail sales, services, construction, and manufacturing. Although discriminatory social attitudes are highlighted, problems which may not be derived solely from this identity issue are also discussed. This government publication covers topics such as financing, recordkeeping, insurance, and customer dealings. Advice from the 30 minority businessmen is given to assist aspiring minority entrepreneurs. (AG)

ED 074 285 VT 019 765

Swierkos, Marion L. Morse, Catherine G.  
Industrial Arts for the Elementary Classroom.  
Learning Through Handwork.

Pub Date 73

Note—375p.

Available from—Charles A. Bennett Co., Inc., 809 Detweiler Dr., Peoria, Illinois 61614 (\$5.36)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Elementary Grades, Evaluation Techniques, Goal Orientation, Handicrafts, Humanities, \*Industrial Arts, Industrial Education, \*Inservice Teacher Education, \*Integrated Activities, Practical Arts,

Resource Materials, Review (Reexamination),

\*Textbook Assignments, Visual Aids

Identifiers—Educational Awareness

This textbook describes integrated handiwork activities for industrial arts instruction in the elementary grades. Intended mainly as a basic resource for inservice teacher education, the book will also prove useful for subject area specialists and consultants. A rationale and a list of overall goals precede four sections that include: (1) extensive background information and teaching suggestions, (2) specific integrated learning activities and information on the role of a resource teacher or consultant, (3) handiwork activities and objectives correlated with grade levels and resource materials in a 4-column format, and (4) detailed instructions for carrying out 14 kinds of handicraft activities. Visual aids illustrate the text, which includes resource lists and an index. For each of the 25 chapters, evaluation procedures, a summary of important points, and review questions are provided. (AG)

ED 074 286 VT 019 766

Allen, Moyra

The Development of Clinical Nursing Situations on  
Videotape for Use via Closed-Circuit Television  
in the Teaching of Nursing. Final Report.

McGill Univ., Montreal (Quebec). School of  
Nursing.

Spons Agency—Department of National Health  
and Welfare, Ottawa (Ontario).

Pub Date 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, \*Health Occupations Education, Health Services, Medical Services, \*Nursing, \*Teaching Methods, \*Teaching Techniques, \*Video Tape Recordings

Identifiers—\*Canada

To assess the effectiveness of videotapes depicting clinical situations in the teaching of nursing, videotapes were made of the everyday, real-life situations that persons and their families experience throughout their illness in various parts of Canada's health delivery system. Three validation sessions, attended by representatives of nursing services and schools of nursing, were held to gain some consensus on the nursing content of the tapes. However, validity could be established only at a general level of content due to variations between participants regarding the nature of observations, needs of patients, and characteristics of effective nursing and successful delivery of services. In addition to the validation sessions, an experiment which focused on the nursing of aged persons was conducted to evaluate the effectiveness of the tapes in the teaching of nursing. Senior students in two hospital nursing schools in Montreal were used as subjects, and a nonequivalent control group design was used for the subjects in one school, while the Solomon Four-Group Design was used for the other school. Analysis of pre- and posttest results did not support the hypotheses, and changes were suggested for a future evaluative study. Future project plans include: (1) preparing three short films, (2) organizing films and tapes into a series, (3) developing a teaching program, (4) distributing the films, and (5) testing the films. (SB)

ED 074 287 VT 019 767

Rossiter, Leo P.

Learning Resources for the Disadvantaged Student. Progress Report.

Virginia Community Coll. System, Richmond.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jul 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Research, \*Community Colleges, \*Disadvantaged Youth, Educational Philosophy, Educational Research, \*Educational Resources, Junior Colleges, Post Secondary Education, Student Needs, Student Placement, \*Vocational Education, \*Workshops

In this action research project, a series of workshops was planned and held in order to: (1) develop improved methods for placement of disadvantaged students in occupational-technical programs in the Virginia community college system, (2) identify learning resources to meet individual needs, and (3) structure the learning resources so that the disadvantaged student will have an opportunity for academic and occupa-

tional success. Overall, there emerged from the workshop sessions an acknowledgement of the magnitude and complexity of the problem and the need to work toward a solution. There was evidence suggesting that the stated mission of providing developmental studies within the community college system was not receiving the necessary degree of emphasis in learning resources. Many felt that until a stronger philosophical educational commitment is made to the needs of the disadvantaged, both systemwide and institutionwide, minimal success can be achieved. Other areas of concern were: (1) use of existing testing and placement devices, (2) regular learning time blocks as opposed to unrestrained learning time, (3) grading practices, and (4) effective teaching/counseling methods and techniques. It was suggested by the participants that future efforts be devoted to the development of three or four model programs. The research proposal and some workshop materials are appended. (SB)

**ED 074 288** VT 019 770

Neal, William L.

**Guide for Establishing a Career Education Program: K-12. Contemporary Curriculum for Career Development Series.**

Knox County Dept. of Public Instruction, Knoxville, Tenn. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—39p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Career Education, \*Developmental Programs, Educational Administration, Educational Needs, \*Educational Strategies, Elementary Grades, Humanities, Inservice Teacher Education, Integrated Curriculum, Program Planning, \*Program Proposals, Resource Materials, Secondary Grades, \*Vocational Development

**Identifiers**—Career Awareness

An integrated curriculum for career development must be designed and implemented in order to meet the greatest needs of society. Possession of facts as marketable skill is inadequate. Traditional curriculum and teacher roles need to be changed. All students, including the academically, socioeconomically, and physically handicapped, need to understand that career development is a process which they can control. A wide range of activities is needed which offer ways to explore and test self-identify. Career development activities are needed at an early age, while the student is in the mainstream of education. By changing the role of the teacher as a dispenser of fact to that of change agent for the learning environment, by building the curriculum around career development, and by offering a cooperative program to vocational education pupils together with job training and placement services for the handicapped, more pupils will be able to find post-secondary employment. A developmental approach at the elementary and secondary levels to career-oriented objectives should serve to improve the curriculum of vocational and technical education and reduce the flow of unprepared youth into the pool of the unemployed. (Author/AG)

**ED 074 289** VT 019 772

Neal, William L.

**A Guide for Implementation of a Career Education Program: Elementary Grades. Contemporary Curriculum for Career Development Series.**

Knox County Dept. of Public Instruction, Knoxville, Tenn. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Career Education, Developmental Programs, Educational Objectives, \*Elementary Grades, Goal Orientation, Humanities, Inservice Teacher Education, \*Integrated Curriculum, \*Program Descriptions, Program Evaluation, Program Guides, \*Program Planning, Resource Materials, Teaching Techniques, Vocational Development

**Identifiers**—Career Awareness, \*Vocational Education Amendments of 1968

This guide presents an overview of a federally funded career education program for implementation at the elementary level. As part of a comprehensive exemplary program with integrated activities, outlines of the following program considerations are included: (1) overall goals and concepts in career education, (2) specific objectives involving teacher orientation, parental and community involvement, and student career development, (3) inservice training methods, (4) classroom teaching techniques, and (5) suggested evaluation designs in career education. Developed by a teacher with the aid of curriculum specialists, this document includes a rationale for career education and appended resource materials. (AG)

**ED 074 290** VT 019 778

Cabral, William R. Stewart, Wendell L.

**An Analysis of Department of Defense Medical Corpsmen Training Programs and Possible Contributions to Civilian Physician's Assistant Programs.**

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No—SLSR-17-72A

Pub Date 28 Jan 72

Note—168p.; M.S. Thesis, Air Force Institute of Technology

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 743 410, MF \$9.5; HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—College Credits, Comparative Analysis, \*Military Training, \*Paramedical Occupations, \*Physicians Assistants, Student Evaluation, \*Transfer of Training

The general Medical Corpsmen Training Programs of the Army, Navy, and Air Force are presented and analyzed. These programs are compared with the Civilian Physician's Assistant Programs at Duke University and the University of Washington Medex Program. The purpose was to determine whether additional academic credit could be granted for Military Medical Training Programs. The general conclusion was that any advanced standing granted to former Military Corpsmen should be based on pre-admission tests. (Author)

**ED 074 291** VT 019 779

Barnes, H. And Others

**Manpower Development and Training Act Outcomes Study. Final Report.**

Decision Making Information, Inc., Santa Ana, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—MEL-72-03

Pub Date 1 Apr 72

Note—403p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 209 628, MF \$9.5; HC \$6.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Disadvantaged Groups, Economic Factors, \*Employment Programs, Interviews, \*Job Training, \*Manpower Development, Manpower Utilization, National Surveys, Participant Characteristics, \*Sociometric Techniques, Statistical Analysis

**Identifiers**—Manpower Development and Training Act

The report describes and analyzes data collected through personal interviews of a national random sample of 5,167 individuals trained in 1969 under the Manpower Development and Training Act. A description is given of the trainees' personal characteristics, their household environment, their view of the training experience, and changes they experienced in hourly wages, employment and annual incomes. Analytically, a multi-variate analysis helped to identify which enrollee characteristics were most important in determining economic outcomes. Non-interview data were gathered to assess the general economic environment of each training site and to measure independently the change in employment and income of each enrollee to assess interviewee response bias. (Author)

**ED 074 292** VT 019 780

Peterson, Glyn B. Drury, Thomas F.

**Basic Education Services in Manpower Training Programs. A Report From The National Inventory of Manpower Programs. Final Report.**

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-09-0-0411-000

Pub Date Sep 72

Note—372p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 360, MF \$9.5; HC \$6.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Adult Basic Education, \*Literacy Education, \*Manpower Development, \*Remedial Programs, \*Remedial Teachers

The report explores extent, availability, and cost of basic and remedial education services in Department of Labor manpower training programs. It discusses factors in the decision to provide basic education, types of organizations providing basic education, schedules and linkages with skill training providing basic education tailored to specific occupations, texts and tests used, amount of instruction required to advance one grade level, the General Educational Development test as a curriculum objective, use and evaluation of technical assistance, characteristics of staff of basic education units, basic education instructors, and problems in staffing basic education programs. (Author)

**ED 074 293** VT 019 781

Humza, Albert J.

**A Cooperative Vocational Rehabilitation Program Between a Public Agency, a State University, and Organized Labor. Final Report.**

New Jersey State Dept. of Labor and Industry, Trenton. Rehabilitation Commission.; Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—RD-1411

Pub Date Aug 70

Note—144p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 209 909, MF \$9.5; HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Cooperative Planning, \*Cooperative Programs, Employment Programs, Industrial Relations, \*Labor Education, Labor Unions, Physically Handicapped, Program Planning, Questionnaires, \*School Industry Relationship, \*Shared Services, \*Vocational Rehabilitation

The project sought to determine methods of delivering vocational rehabilitation services to people from industry and labor who were disabled and in need of that service. Disability questionnaires were distributed through local unions, largely by mailings, in order to determine potential recipients of vocational rehabilitation services. One hundred forty-four of the applications were returned and became the experimental caseload, being compared to 39 assigned to a control caseload. The report should assist rehabilitation programs and labor unions to work out more effective relationships. (Author)

**ED 074 294** VT 019 785

**Initial Evaluation of the Training Program for Supervisors on Alcoholism. Preliminary Report.**

Health Services and Mental Health Administration (DHEW), Rockville, Md. Federal Health Services.

Report No—FHPS-72-2

Pub Date Jun 72

Note—56p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 358, MF \$9.5; HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Adjustment (to Environment), \*Alcoholism, Changing Attitudes, \*Industrial Relations, Motivation, \*Personnel Management, Program Evaluation, \*Supervisors, \*Supervisory Training, Training Techniques

**Identifiers**—Health Services and Mental Health Administration, HSMHA

Summarized in this report are the outcomes of an evaluation study conducted to assess the effectiveness of the supervisors' training program for preparing HSMHA supervisors to implement the Employee Health Program on Alcoholism. Results of questionnaires completed by supervisors with and without training indicate that the program was beneficial. Other evidences of this



are shown in the following ways: (1) There has been an increase in knowledge, and (2) There have been changes in attitudes and augmentation of the means and motivation of supervisors to engage in specific constructive action to help employees with work related problems involving the use of alcohol. The report recommends: (1) continuing and added emphasis on observable behavioral characteristics and personal/emotional adjustment factors associated with alcoholism, (2) appointment of resource people who would be available for guiding employees into the program, and (3) instruction about methods and techniques which supervisors could utilize to effectively handle an employee. (Author/SN)

ED 074 295 VT 019 789

Goldenberg, I. Ira

Employment and Addiction: Perspectives on Existing Business and Treatment Practices. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-25-71-05

Pub Date Aug 72

Note—192p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 650, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Business Administration, Drug Abuse, \*Drug Addiction, \*Employer Attitudes, \*Employment, Employment Opportunities, \*Medical Treatment, Personnel Selection, Rehabilitation, Rehabilitation Programs, Vocational Rehabilitation

To assess and analyze existing business practices concerning drug use by employees and related employer relationships with manpower and drug addiction control agencies, a survey was taken of the practices of both employers and drug treatment programs with respect to the employment needs of drug users and exusers. To obtain results, questionnaires were administered to employees, drug program personnel, and drug users. Findings include: (1) Drug programs do not see vocational training or job placement as playing an important role in the rehabilitative process, and (2) Employers are actively excluding people with a history of drug problems from the labor forces. Supplementing the survey and questionnaire data is a comprehensive review of the relevant literature and an accompanying bibliography. (Author/SN)

ED 074 296 VT 019 791

Shapiro, Theresa R.

Negro Construction Craftsmen in a Southern Labor Market. Final Report.

Louisiana State Univ., New Orleans.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-20-70-20-1

Pub Date Aug 72

Note—193p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 212 233, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Background, \*Construction Industry, \*Craftsmen, Employment Problems, Federal Programs, \*Labor Unions, Manpower Utilization, Microfiche, \*Negro Employment, Racial Discrimination, \*Southern States, Vocational Development, Wages

Although the study includes sections on the history and organization of the building trade unions in metropolitan New Orleans and on the operation of the Apprenticeship Outreach Program in the area, its main focus is on employment, earning, skill levels, and attitudes of white and black carpenters, union and nonunion, and with black roofers, union and nonunion, employed in the construction industry. Interviews with random samples in each group indicate that steadier employment and more overtime enable both black and white nonunion craftsmen to compensate considerably for their much lower hourly rates of pay. Although the nonunionists earned less in 1970 than their union counterparts, the differences in annual earnings were much smaller than differences in hourly rates. Nor does union membership necessarily solve the employ-

ment problems of Negroes. Despite equality in job assignments in the union hiring hall, black union members experienced less employer continuity, more unemployment, and more part-time employment than white unionists. Similar differences are found in comparing black and white nonunion carpenters. (Author)

ED 074 297 VT 019 794

Fleming, Patricia, Ed. Suniewick, Nancy, Ed.

New Careers Program Assistance Bulletin, February 1969-September 1970.

National Inst. for New Careers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—PSC-NC-72-004

Pub Date Sep 70

Note—214p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 016, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Bulletins, \*Community Programs, Disadvantaged Groups, Federal Programs, Human Services, Job Development, \*Job Training, Manpower Development, Manpower Needs, Microfiche, Program Descriptions, Program Development, \*Subprofessionals, \*Technical Assistance, Vocational Development, Vocational Rehabilitation

Identifiers—\*New Careers

Included in these bulletins are descriptive analyses of various New Careers Training programs, issues related to Civil Service requirements, health, training models, rehabilitation, veterans' problems, and colleges as user agencies. Outlined are various steps for developing new careers jobs and for giving technical assistance. Solutions carried out by local projects are presented. Problems in large urban programs consisted of upgrading, financing, and training. Programs set up in prevocational and vocational training, recruitment, counseling, and education are described. The under-enrollment of men in the New Careers program was a chronic problem. These bulletins will prove valuable for developers of training programs and for researchers in the bibliographies they provide. (Author/AG)

ED 074 298 VT 019 798

Goodwin, Leonard

Conference on Manpower Services for the Poor: Summary of Findings and Discussion. Final Report.

Brookings Institution, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-11-72-01-1

Pub Date 16 Nov 71

Note—50p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 210 334, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Conference Reports, Cooperative Planning, Federal Government, \*Government Role, Low Income Groups, Manpower Development, Manpower Needs, \*Manpower Utilization, \*Program Administration, Researchers, Research Utilization, Resource Materials, Socioeconomic Influences, Vocational Development, \*Welfare Recipients, Work Experience

Identifiers—\*Labor Force Participation, WIN, Work Incentive Program

Summarized are the results of a 2-day conference that brought together federal administrators concerned with manpower services for welfare recipients and researchers who had recently completed studies bearing on such efforts. The researchers, who were sponsored by the Department of Labor in studies relating to the Work Incentive Program, focused on methods for helping poor people function more effectively in the work force. Topics covered included: (1) work orientation and incentives, (2) work experience, (3) family orientation as related to employment, (4) job training for welfare recipients, (5) mobility, and (6) day care facilities. Conference findings of use to administrators are detailed, and issues affecting administrative cooperation with researchers are considered. Appended are abstracts of the research studies presented at the conference, a list of conference participants, and excerpts from the conference transcript. (Author/AG)

ED 074 299 VT 019 801

The Entrepreneurial Development Training Center. Final Report.

Entrepreneurial Development Training Center, Philadelphia, Pa.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Report No.—EDA-72-050

Pub Date 31 Oct 72

Note—111p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 555, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Business Administration, Course Content, Demonstration Programs, \*Management Education, Manpower Utilization, \*Minority Groups, \*Negro Businesses, Vocational Counseling, \*Vocational Training Centers

Identifiers—\*Entrepreneurial Development Training Center

The report describes courses in entrepreneurship and management for minority groups, including counseling and post graduate seminars. Descriptive material about the training center organization, facilities, and financing is included. This demonstration project shows the need for management-trained blacks in the manpower marketplace. Possibilities for future training by other groups are discussed. Syllabuses on each class, data on the 300 graduates of the program, and a bibliography are appended. (Author/MF)

ED 074 300 VT 019 821

The President's Report on Occupational Safety and Health.

Department of Health, Education, and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date May 72

Note—206p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 2915-0011, \$1.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Accidents, Federal Laws, \*Health, Health Occupations Education, Injuries, Inspection, Law Enforcement, Occupational Diseases, \*Safety, Safety Education, \*Standards, State Programs, Work Environment

Identifiers—\*Occupational Safety and Health Act of 1970

This report describes what has been done to implement the Occupational Safety and Health Act of 1970 during its first year of operation. The report examines the responsibilities of the Department of Labor for setting safety and health standards and also explores the activities of the Department of Health, Education, and Welfare in research and training. Implementation of the Act included cooperative programs with state governments. Among the data in the report are work-injury rates by industry for the period 1958-70, occupational safety and health grants and contracts, and hazard surveys. (MF)

ED 074 301 VT 019 825

Morton, J. B. And Others

Occupational Training Information System (OTIS) Cycle Five Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date Jan 73

Note—504p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—\*Demand Occupations, \*Information Systems, Labor Market, \*Labor Supply, Manpower Development, \*Manpower Needs, \*Occupational Clusters, Occupational Information, State Programs, Tables (Data), Vocational Education

Identifiers—\*Occupational Training Information System, Oklahoma, OTIS

The Occupational Training Information System was developed to match manpower supply and demand by job cluster and to indicate net manpower requirements for Oklahoma. This report enumerates manpower data estimates for the period from July 1, 1972 through June 30, 1973. Except for a few introductory pages, the entire document is comprised of computer-produced tables of manpower supply and demand by occupational clusters, with applicable vocational education program clusters indicated for the demand occupations. (MF)

**ED 074 302** VT 019 842  
**An Evaluation of the Developmental Vocational Education Program.**

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—BR-0-361-0154

Contract—OEC-0-71-0585(361)

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Changing Attitudes, \*Developmental Programs, Elementary Grades, Occupational Choice, \*Occupational Clusters, Occupational Guidance, \*Occupational Information, Occupations, Pilot Projects, Program Effectiveness, \*Program Evaluation, Secondary Grades, Vocational Development, \*Vocational Education Identifiers—Cleveland Public Schools, \*Developmental Vocational Education Programs, DVEP

This study was conducted to assess the effectiveness of Cleveland's Developmental Vocational Education Programs (DVEP) in meeting the project objectives: (1) The program would result in greater knowledge of occupations within an array of occupational clusters, and (2) The program would result in more positive attitudes toward specific jobs and the world of work. Interviews conducted with DVEP staff, teachers, and principals of some target schools, on-site observations, and questionnaires were used to obtain the data. Findings indicate that: (1) The project yields more occupational knowledge and affects attitudes positively, although the impact of the DVEP presentations is not uniform for all participating schools, (2) No significant differences were obtained in the attitudes of students in the program toward global world of work concepts when compared to the attitudes of control students, (3) A great degree of vagueness exists as to the role of classroom aides, (4) Aides lack the proper educational training, and (5) In general, the delivery of DVEP material was effective in the opinion of both the aides and the teachers. Sample copies of the instruments utilized are appended. (SN)

**ED 074 303** VT 019 855  
**A Guide for Industrial Arts Education in Oklahoma.**

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 72

Note—31p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Policy, \*Career Education, Course Content, Educational Objectives, Educational Philosophy, \*Guidelines, \*Industrial Arts, Industrial Arts Teachers, Industrial Education, Instructional Programs, \*Program Evaluation, \*Rating Scales

Identifiers—\*Oklahoma  
 Industrial arts programs as part of the total education program can make valuable contributions to career education in Oklahoma. This publication establishes operational guidelines for strengthening the role of industrial arts in the career education context. Goals and subject areas should vary at the different grade levels, elementary through junior and senior high and continuing education. New industrial processes have made many traditional subject areas obsolete. Industrial arts education programs should be evaluated to determine the extent to which they are meeting current needs. A program evaluation rating scale is provided to aid in this determination. (MF)

**ED 074 304** VT 019 857

Willers, Jack C.

**Career, Culture and Consciousness: A Study of the Social and Theoretical Bases of Career Education.**

Auburn Univ., Ala.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 72

Contract—OEC-0-71-0441

Note—66p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, Continuous Learning, \*Cultural Context, Culture Conflict, Educational Attitudes, Educational Change, Educational Objectives, \*Foundations of Education, Futures (of Society), Human Development, \*Humanization, Self Actualization, Sequential Learning, \*Social Change, Values

Conflicting attitudes toward current American social problems may emphasize either the instabilities of social crisis and cultural confusion or the formulating of a more meaningful future through intelligent action. Particularly in the field of education both the despairing critics and the hopeful reformers are in obvious conflict today. Thus, career education—the education of the masses for democratic participation in redesigning their own future—is becoming a major force for educational reform and also for the redirection and stabilization of social forces. Career education programs will increasingly contribute to the economic, political, and cultural life-styles of our future society. Knowledge and understanding of the bases of career education are imperative for designing such programs. The present American infatuation for the instantaneous and the accelerated is dangerous. It may be significant that the Greek word for "instant" is derived from the verb meaning "to waste, to ravage". Human development cannot be instant, biologically or psychologically. A new career educational sequencing is needed in which learning becomes a form of continuing growth and life, not just achieving some marketable skill. Career education has the responsibility of teaching the skills of evaluation as well as those of production. (MF)

**ED 074 305** VT 019 863  
 Olson, LeVene A.

**An Evaluation of Elementary Career Education Based on Language Achievement, Mathematics Achievement, and Occupational Awareness in Lincoln County, West Virginia. Volume V of Volume I.**

Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 72

Contract—OEC-0-71-0682(361)

Note—86p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Achievement Tests, Analysis of Covariance, \*Career Education, Control Groups, \*Developmental Programs, \*Elementary Grades, Experimental Groups, Knowledge Level, Language Experience Approach, Learning Experience, Mathematical Experience, Occupational Information, Post Testing, Pretests, \*Program Evaluation, Resource Units

Identifiers—Career Awareness, \*Exemplary Programs, Lincoln County, West Virginia

This document presents an evaluation of an exemplary project in career education limited to students in Grades 1 through 6 in the schools of Lincoln County, West Virginia. The project's objectives were to compare two groups of students on language achievement, mathematics achievement, and occupational awareness, an experimental group who had received learning experiences in these subjects and a control group who had not. Approximately 80 students from each grade were pretested and posttested and an analysis of covariance was performed on data obtained from the tests. The adjusted post-test means for the experimental group were 11 percent higher on language achievement, 24.5 percent higher on mathematics achievement, and 18 percent higher on occupational awareness than for the control group. Teaching strategies of field trips, resource role models, manipulative activities, simulation, and multimedia activities were incorporated into instructional resource units to provide the experimental group experiences. The conclusions suggested by the study are that elementary students who received planned career education experiences for two semesters were significantly higher in achievement on the areas tested than students who did not receive the experiences. (MF)

**ED 074 306** VT 019 875

Loveless, Austin C. Stoddard, DeVeri

**The Status of the Integrated Electronics Guide Program Within the State of Utah. Final Report.**

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Bureau No—BR-6-3046

Pub Date Jul 72

Grant—OEG-4-7-063046-1612

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Electronics, Evaluation, \*Post Secondary Education, \*Secondary Grades, \*Technical Education, Vocational High Schools, Vocational Schools

Identifiers—Utah

To gather data for the evaluation of the Vocational Electronics and Integrated Secondary/Post-Secondary Curriculum guide so as to assess its status, questionnaires were distributed to Utah's 32 secondary vocational instructors, and interviews were conducted with all the post-secondary instructors. Findings and conclusions reached include: (1) The guide is generally not accepted by the high school teachers, (2) The level of the guide is beyond the cognitive domain of many high school students, (3) The guide calls for equipment which is not accessible to instructors, (4) The term articulation and its application to the guide are not fully understood by high school instructors, (5) All teachers do not have access to a guide, and (6) By and large, students are able to enroll in post-secondary institutions with advanced standing. (SN)

**ED 074 307** VT 019 889

Allen, Moyra Reidy, Mary

**Learning to Nurse: The First Five Years of the Ryerson Nursing Program. Appendix.**

Registered Nurses' Association of Ontario.

Pub Date May 71

Note—137p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Comparative Analysis, Followup Studies, \*Instrumentation, \*Nursing, \*Performance Factors, \*Program Evaluation, Questionnaires, Student Characteristics, Undergraduate Study, \*Validity

Identifiers—Canada, \*Ryerson Polytechnical Institute

This appendix contains materials on the development and validation of instruments and scales used to assess the nursing program of Ryerson Polytechnical Institute in Toronto, Canada. Some of the instruments included the following: (1) Introductory Information Questionnaire, which investigates students' socioeconomic and ethnic backgrounds, influence of family and peer groups, and the process of choosing a nursing career, (2) Nursing Selection Inventory, which investigates students' self image and ratings of nursing characteristics, (3) Expectations and Experiences in Nursing, which deals with the anticipation of experiences as a student and as a graduate, (4) Activities of Students, which investigates activities and friendship patterns, (5) School Life, which measures the environment of the nursing school, (6) Nursing Approach Scale, which provides construction of a "values picture" of nurses, (7) Change and Development as Seen by the Graduating Student, (8) Commitment to Nursing Scale, which allows for self-evaluation of such dimensions as choice, awareness of the future, and sense of responsibility, (9) Creativity in Nursing, (10) Choosing a Job in Teaching, and (11) Taking Responsibility in Nursing. A report of the study which used these and other instruments is available as VT 019 723 in this issue. (SB)

**ED 074 308** VT 019 912

**Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research Materials in Vocational and Technical Education. Annual Index, 1972. Volume 5, Numbers 1 through 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—714p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (free to subscribers of AIM or ARM—quarterly, one year \$11.00, two years \$18.00)

**EDRS Price MF-\$0.65 HC-\$26.32**

Descriptors—\*Bibliographies, Career Education, Clearinghouses, \*Educational Research, \*Indexes (Locators), Information Retrieval, Information Storage, \*Instructional Materials, Resource Materials, Technical Education, \*Vocational Education

Combined cumulative indexes are provided for the four issues of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) and of "Abstracts of Research



Materials in Vocational and Technical Education" (ARM), both published during calendar year 1972 as Volume 5, Numbers 1-4. Researchers, supervisors, teacher educators, education specialists, administrators, and teachers may use this index as a tool in searching by subject or by author for materials acquired and processed by the Educational Resources Informa-

tion Center (ERIC) Clearinghouse on Vocational and Technical Education. Major sections include: (1) Subject Index, (2) Author Index, and (3) Conversion of Document Number Index. Instructions for ordering documents and VT/ERIC Microfiche collections are provided. The Conversion of Document Number Index is cumulative

from Fall 1967 through Volume 5, Number 4, 1972. Within the first two sections, materials are listed by VT identification number, including the title, ED Identification number if available in "Research in Education", and the number and page of the applicable issue of AIM or ARM in which the full abstract is located. (DE)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

## 1972 Distinguished Achievement Award

### Entry

Pre-Student Teaching Laboratory Experiences for Students Majoring in Physical Education and in Elementary Education. The Children's Motor Development Program.

ED 074 037

### Ability Grouping

The Attitudes and Feelings of Selected Sixth Grade Children Toward Reading in Ability Groups.

ED 073 434//

Classification Materials.

ED 073 545

Proceedings of Conference on Development in School Desegregation and the Law.

ED 074 157

### Abstracting

Trends in Modern Subject Analysis with Reference to Text Derivative Indexing and Abstracting Methods: The State of the Art.

ED 073 787

### Abstraction Tests

An Abstract Test of Problem Ability.

ED 074 108

Problem Solving Ability of Disadvantaged Children Under Four Test 18

ED 074 107

### Abstract Reasoning

Problem Solving Ability of Disadvantaged Children Under Four Test Modes.

ED 074 107

### Abstracts

Abstracts of Papers Available from the Educational Services Department of the Manitoba Association of School Trustees. Occasional Paper No. 17.

ED 074 056

Consumer Education Bibliography: A Selected Listing of Abstracts from the National Multimedia Center for Basic Education.

ED 073 363//

Paper and Symposia Abstracts. American Educational Research Association Annual Meeting, 1973.

ED 074 089

### Academic Achievement

The Achievement of Students in Primary Grades After Seven Years of Desegregation.

ED 074 169

Achieving Academic and Social Objectives in Elementary Grades Through Behavioral Analysis. Volume VI, No. 4.

ED 074 059

Elementary School Teachers' Differential Classroom Interaction with Children as a Function of Differential Expectations of Pupil Achievements.

ED 074 067

Evaluation of Training Program for Community College Educators of Academically Deprived Students.

ED 074 023

Multivariate Prediction of Early School Achievement.

ED 074 153

The Prediction of Achievement Means of Schools from Non-School Factors Through Criterion Scaling.

ED 074 142

Prediction of Participation and Achievement in the United States Armed Forces Institute (USAFI) General Educational Development (GED) Program.

ED 073 371//

Preliminary Validation Report for Multi-Media Economics Course. Economic Analysis Course.

ED 073 663//

### Academic Aptitude

Aptitude-Treatment Interaction Research with Learning Disabled Children.

ED 074 101

### Academic Aspiration

Profiles of Rural Youth: A Decade of Migration and Social Mobility. Research Report 178, Development and Public Affairs.

ED 073 884

### Academic Education

Problems in Student Teaching: Academic versus Non-Academic Subjects.

ED 074 054

### Academic Performance

Handbook on Performance Objectives: Title I, Elementary and Secondary Education Act of 1965.

ED 074 202

A Study of the Validity of Self-Reported Measures of Academic Growth.

ED 074 080

### Academic Records

Teacher Performance: Do We Know What We are Evaluating?

ED 074 064

### Academic Standards

Educational Accountability: Characteristics of Legislative Mandates for State Assessment.

ED 074 131

## Accounting

An Accounting System for Public Schools. A Memorandum.

ED 073 559

## Accreditation (Institutions)

Iranian Library Education Evaluation, Licensing and Accreditation Program.

ED 073 810

## Acculturation

A Comparison of Attitudes and Values Between Indians and Non-Indians in an Institution of Higher Education.

ED 073 894

The Cross-Cultural Attitude Inventory: A Report on Item Analysis and Stability.

ED 073 885

Italian Americans. Ethnic Groups in Comparative Perceptive Series.

ED 074 175//

West Indians in Toronto: the Students and the Schools, Project Number 2.

ED 074 199

## Achievement

Achievement Motivation as a Case of Re-Socialization in Developing Countries.

ED 073 953

Some Techniques for the Evaluation of Technical Training Courses and Students.

ED 073 373//

## Achievement Gains

An Analysis of the Relationship Between Reading and Mathematics Achievement Gains and Per-pupil Expenditures in California Title I Projects, Fiscal Year 1972. Final Report.

ED 074 189

Test Data on Adult Basic Education Students. Second Interim Report.

ED 073 331

## Achievement Need

Elementary School Teachers' Differential Classroom Interaction with Children as a Function of Differential Expectations of Pupil Achievements.

ED 074 067

## Achievement Tests

The Advantageous Uses of Part-Whole Correlations for the Reduction of Standardized Test Batteries.

ED 074 127

Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.

ED 074 079

The Effects of Cluster Sampling in the Norming of an Achievement Test Battery.



- ED 074 128  
An Evaluation of City School, 1971-72.  
Research Report.
- ED 074 119  
An Evaluation of Elementary Career Education  
Based on Language Achievement, Mathematics  
Achievement, and Occupational Awareness in  
Lincoln County, West Virginia. Volume V of  
Volume I.
- ED 074 305  
Individualized Instruction and Statewide As-  
sessment: The New Jersey Educational As-  
sessment Program.
- ED 074 129  
Methodological Problems Encountered in the  
Project. Symposium: The Structure of Concept  
Attainment Abilities Project. Final Report and  
Critique.
- ED 074 086  
Survey of Achievement in Arithmetic in Year  
Three of Vancouver Schools, May 29-June 2,  
1972. Research Report.
- ED 074 113  
Survey of Achievement in Mathematics in Year  
Six of Vancouver Schools, May 29 - June 2,  
1972.
- ED 074 110  
Survey Test in Arithmetic (Form 69), Grade 3.
- ED 074 114//  
Survey Test in Mathematics. (Form 69).
- ED 074 111//  
Test Data on Adult Basic Education Students.  
Second Interim Report.
- ED 073 331  
Tests of Reading Readiness and Achievement:  
A Review and Evaluation. Reading Aids Series.  
ED 073 433
- Acoustical Environment**  
Effects of Noise on Small Group Interaction.  
ED 073 502
- Activities**  
Logbook; Working With the Media Works.  
ED 073 693//
- Activity Learning**  
Help! A Handbook for Child Care Workers.  
ED 073 821
- Adaptation Level Theory**  
Adaptive Instructional Model for Concept  
Acquisition.  
ED 073 707
- Adaptive Concept Acquisition**  
Adaptive Instructional Model for Concept  
Acquisition.  
ED 073 707
- Adjustment (to Environment)**  
A Study of the Problems Facing Vietnam Era  
Veterans on their Readjustment to Civilian  
Life. Senate Committee Print Number 7.  
ED 074 268
- Adjustment Problems**  
Rural Worker Adjustment to Urban Life: An  
Assessment of the Research. Policy Papers in  
Human Resources and Industrial Relations 15.  
ED 074 242//
- Administration**  
Educational Media and You.  
ED 073 700//
- Administrative Personnel**  
Administrative Utility Analysis: Appendices.  
ED 074 277  
Communication between Administrative-Pro-  
gram Staff and Field Staff in the Michigan  
Cooperative Extension Service.  
ED 073 341  
Information Needs of Local Administrators of  
Vocational Education. Final Report.  
ED 074 221  
Minutes 1972. Association of Physical Plant  
Administrators Annual Meeting. (59th, Cincin-  
nati, Ohio, April 30-May 3, 1972).  
ED 073 560  
Resolving Management Conflicts Through As-  
sociations. The AASA, ASBO, NAESP, NASSP  
Administrative Team.  
ED 073 534  
The Role of Vocational Education in Career  
Education. Final Report.  
ED 074 209
- Administrative Policy**  
Abstracts of Papers Available from the Educa-  
tional Services Department of the Manitoba  
Association of School Trustees. Occasional  
Paper No. 17.  
ED 074 056  
Administrator's Guide; Programs for Excep-  
tional Children.  
ED 073 593
- Administrative Principles**  
Regional Interstate Project Program. Seminar  
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The second of the series of experiments was conducted on the 2nd of January 1880. The object of the experiment was to determine the effect of the concentration of the solution on the rate of the reaction. The results of the experiment were as follows:—

The third of the series of experiments was conducted on the 3rd of January 1880. The object of the experiment was to determine the effect of the volume of the solution on the rate of the reaction. The results of the experiment were as follows:—

The fourth of the series of experiments was conducted on the 4th of January 1880. The object of the experiment was to determine the effect of the nature of the solvent on the rate of the reaction. The results of the experiment were as follows:—

The fifth of the series of experiments was conducted on the 5th of January 1880. The object of the experiment was to determine the effect of the presence of a catalyst on the rate of the reaction. The results of the experiment were as follows:—

The sixth of the series of experiments was conducted on the 6th of January 1880. The object of the experiment was to determine the effect of the pressure on the rate of the reaction. The results of the experiment were as follows:—

The seventh of the series of experiments was conducted on the 7th of January 1880. The object of the experiment was to determine the effect of the time of reaction on the rate of the reaction. The results of the experiment were as follows:—

The eighth of the series of experiments was conducted on the 8th of January 1880. The object of the experiment was to determine the effect of the surface area of the solid on the rate of the reaction. The results of the experiment were as follows:—

The ninth of the series of experiments was conducted on the 9th of January 1880. The object of the experiment was to determine the effect of the concentration of the solid on the rate of the reaction. The results of the experiment were as follows:—

The tenth of the series of experiments was conducted on the 10th of January 1880. The object of the experiment was to determine the effect of the nature of the solid on the rate of the reaction. The results of the experiment were as follows:—

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The twelfth of the series of experiments was conducted on the 12th of January 1880. The object of the experiment was to determine the effect of the concentration of the solid on the rate of the reaction. The results of the experiment were as follows:—

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JC — Junior Colleges

LI — Library and Information Sciences  
PS — Early Childhood Education  
RC — Rural Education and Small Schools  
SE — Science, Mathematics, and Environmental Education  
SO — Social Studies/ Social Science Education  
SP — Teacher Education  
TM — Tests, Measurement, and Evaluation  
UD — Disadvantaged  
VT — Vocational and Technical Education

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EM010825	ED073670	JC730071	ED073764	RC003555	ED073859	SO005082	ED073954	SP006276	ED074050
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## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through June 1973 issues of *Research in Education (RIE)*:

### ADMISSIONS COUNSELORS 380

### AEROSPACE EDUCATION 140

UF Aerospace Science Education

### AESTHETIC EDUCATION 140

UF Aesthetic Development

### AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

### AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

### Alternative Futures

USE FUTURES

### ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g. student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

### ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

### AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

### ANEMIA 250

UF Iron Deficiency Anemia  
Sickle Cell Anemia

### ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

### BODY LANGUAGE 080

### Career Development

USE VOCATIONAL DEVELOPMENT

### CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

### CHEMICAL NOMENCLATURE 400

### COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

### CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

### CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

### CONSTRUCTION MANAGEMENT 020

### CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

### DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

### DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

### DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

### Diplomacy

USE FOREIGN RELATIONS

### Diplomatic Policy

USE FOREIGN POLICY

### DISARMAMENT 480

UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

### DISSENT 060

UF Dissensus

### DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

### EDITORIALS 050

### EXTERNAL DEGREE PROGRAMS 140

UF Extended University  
Open University  
University Without Walls

### FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

### FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

### FULL STATE FUNDING 220

### Future Studies

USE FUTURES

### FUTURES (OF SOCIETY) 480

UF Alternative Futures  
Future Studies  
Futurism  
Futuristics  
Futurology

### Futurism

USE FUTURES

### Futuristics

USE FUTURES

### Futurology

USE FUTURES

### HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

### HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

### Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

**Internation Behavior**  
USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**  
UF War Crimes

**INTERNATIONAL LAW 230**  
UF International Legal Analysis  
International Torts  
Law of Nations

**International Policy**  
USE FOREIGN POLICY

**International Politics**  
USE FOREIGN RELATIONS

**Iron Deficiency Anemia**  
USE ANEMIA

**ITEM BANKS 520**  
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.  
UF Item Pools

**Labor Demand**  
USE MANPOWER NEEDS

**LAND ACQUISITION 020**

**LEAD POISONING 250**  
Lifelong Integrated Learning  
USE CONTINUOUS LEARNING

**LOCUS OF CONTROL 420**  
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.  
UF Internal External Locus of Control.

**LUNAR RESEARCH 450**  
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.  
UF Lunar Exploration

**MECHANICS (PHYSICS) 400**  
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.  
UF Classical Mechanics

**MERIT PAY 220**

**MEXICANS 380**  
SN Citizens of Mexico

**Military Policy**  
USE FOREIGN POLICY

**MOLECULAR STRUCTURE 220**

**MONOLINGUALISM 290**

**MORAL DEVELOPMENT 130**  
SN Developmental processes in the formation of moral reasoning and judgments.

**MULTIDIMENSIONAL SCALING 190**  
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

**NEUROLINGUISTICS 290**  
SN A branch of linguistic science relating language behavior to the neurological sciences.

**NONPUBLIC SCHOOL AID 220**

**NONRESERVATION AMERICAN INDIANS 380**  
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

**OBSERVATIONAL LEARNING 310**  
SN Behavioral effect on the learner resulting from the observation of a model.  
UF Imitative Learning

**OPEN EDUCATION 140**  
UF Open Schools

**ORGANIZATIONAL DEVELOPMENT 020**  
SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

**PARANOID BEHAVIOR 420**  
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

**PEACE 480**  
UF International Peace  
World Peace

**PHYSICIANS ASSISTANTS 380**  
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

**PLANNING (FACILITIES) 020**  
UF Facilities Planning

**PNEUMATIC FORMS 210**  
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

**PAROCHIAL SCHOOL AID 220**

**POLISH AMERICANS 380**

**POPULATION EDUCATION 140**  
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

**PREGNANT STUDENTS 380**

**PROPERTY TAXES 230**  
UF Ad Valorem Tax

**PUNISHMENT 310**

**PUPPETRY 030**  
UF Puppets  
Puppet Shows

**RELOCATABLE FACILITIES 210**  
UF Nonpermanent Facilities

**ROLE MODELS 420**  
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

**SEMANTIC DIFFERENTIAL 190**  
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

**SEX DISCRIMINATION 480**  
UF Discrimination (Sex)  
Sex Bias  
Sex Prejudice

**SI Units**  
USE METRIC SYSTEM  
**Sickle Cell Anemia**  
USE ANEMIA

**SOCIAL STRATIFICATION 490**

**SPACE SCIENCES 400**

**STATE OF THE ART REVIEWS 320**

**STUDENT RESPONSIBILITY 040**

**TEACHER DISCIPLINE 020**  
SN Discipline of, not by, teachers.

**TEACHER DISMISSAL 020**

**TIMEOUT 420**  
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**UPPER DIVISION COLLEGES 470**  
SN A college offering junior, senior, and graduate level courses only.

**Valence Language**  
USE SYNTAX

**VISUAL AIDS 050**  
UF Visual Equipment  
Visual Instrumentation  
Visual Materials  
Visual Media

**VISUAL LITERACY 010**  
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

**WAR 480**  
UF Civil War  
Conventional Warfare  
Guerilla Warfare  
International War  
Unconventional Warfare

**WASTE DISPOSAL 410**  
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

**WASTES 450**  
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.  
UF Litter  
Refuse

**WOMENS STUDIES 110**  
SN An academic discipline that incorporates courses about women either separately or as a field of study.  
UF Female Studies



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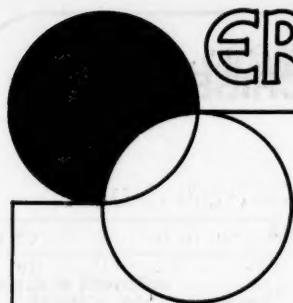
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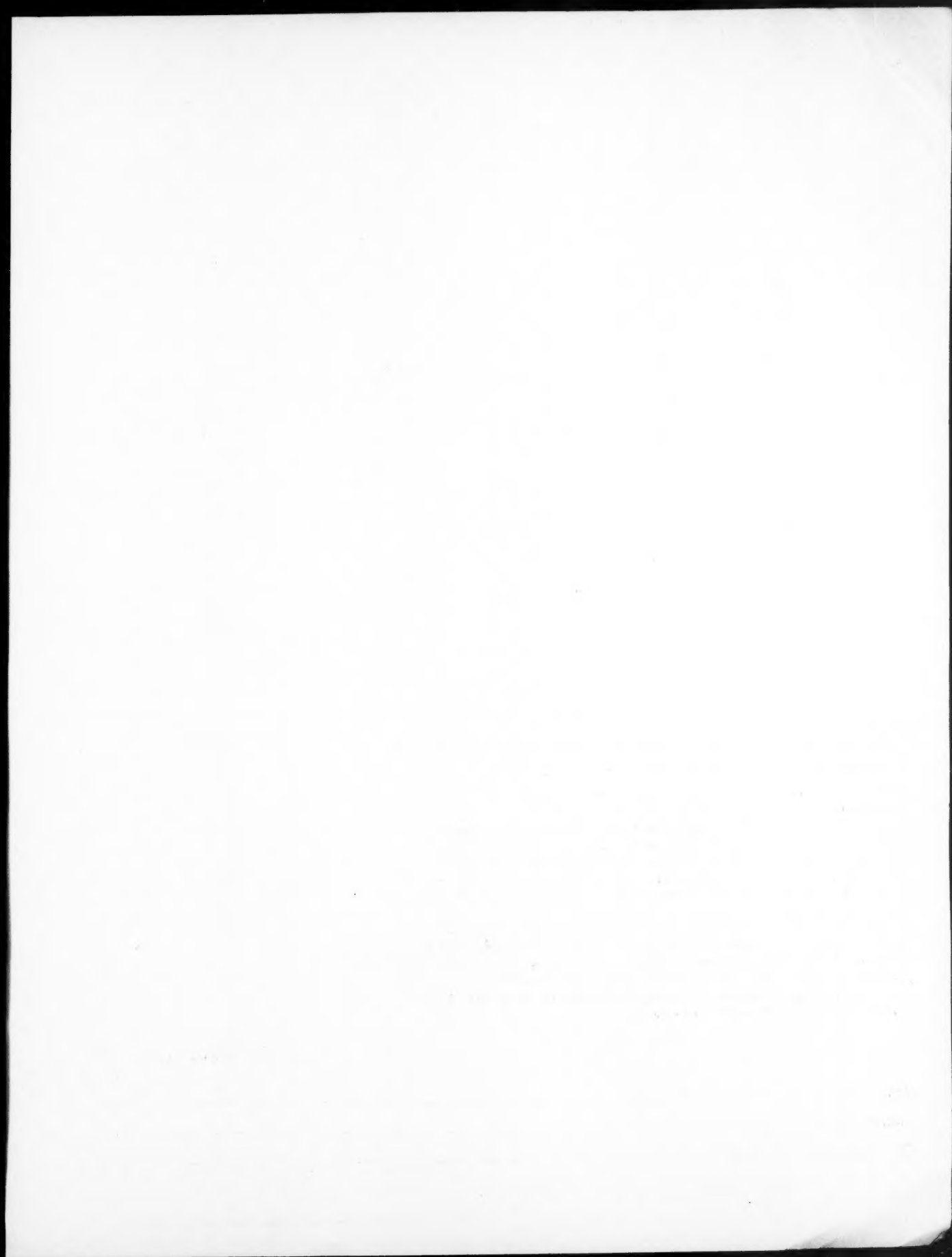
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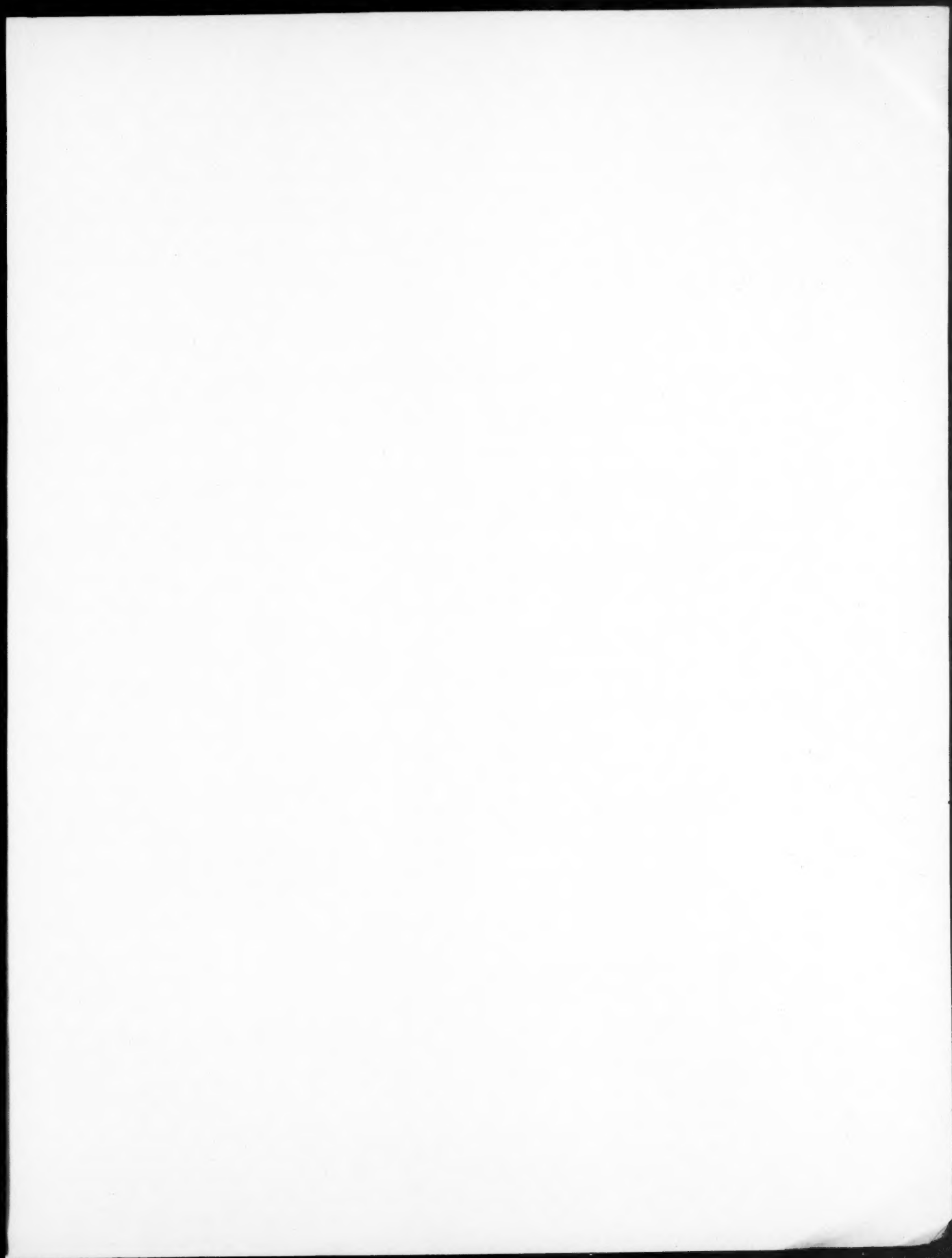
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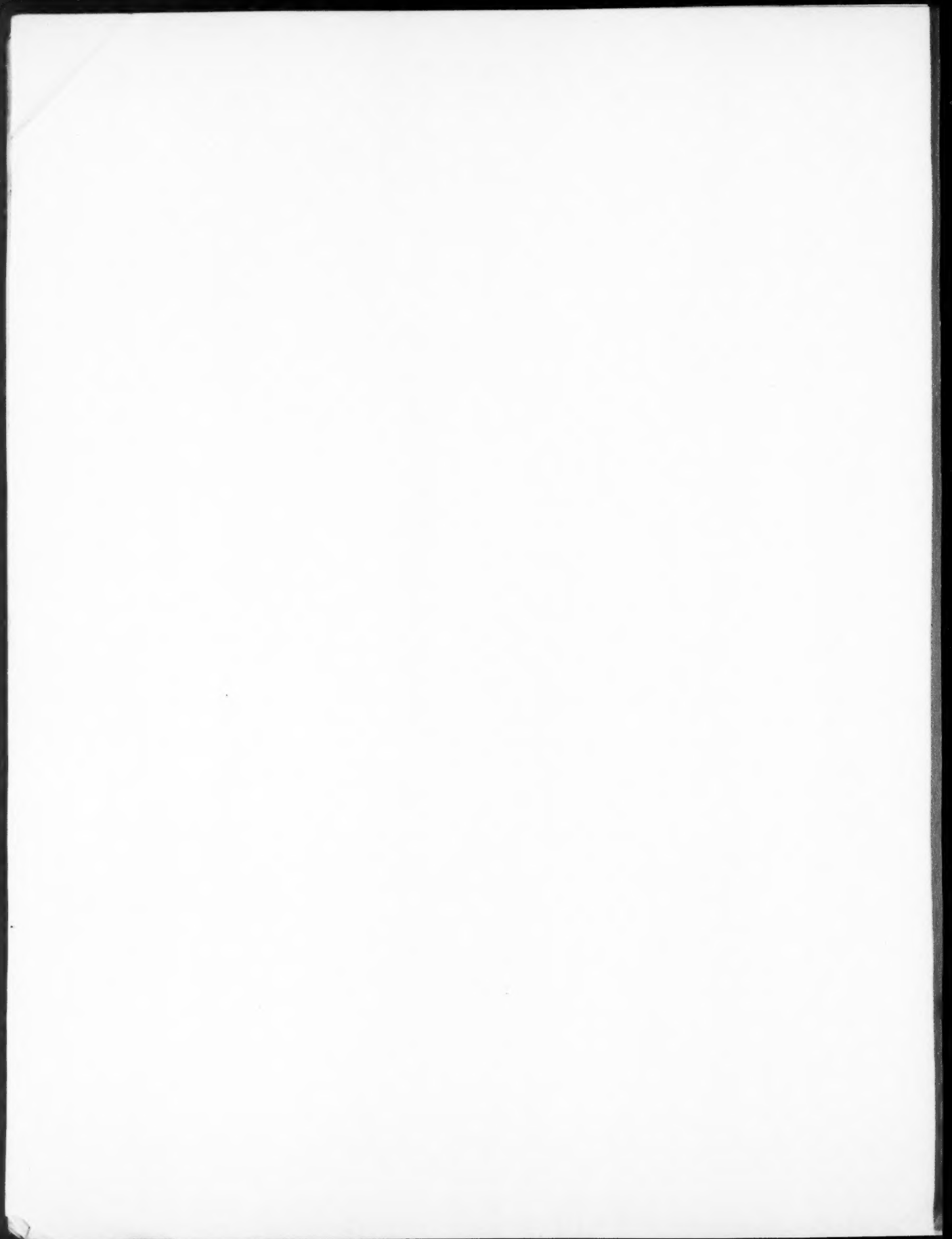
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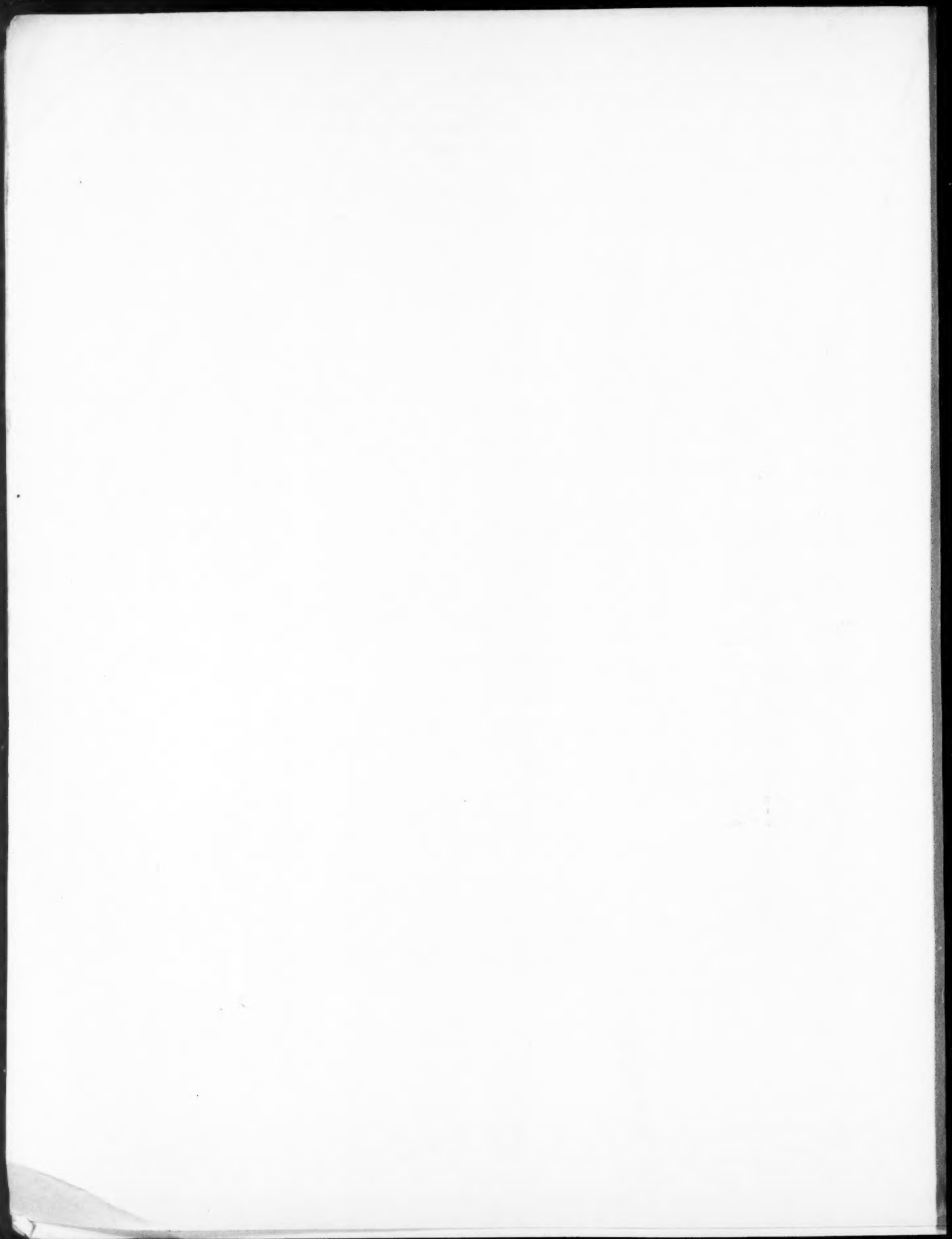












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